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ABSTRACT

The resource guide, designed for Australian educators in need of information about or skills in cross-cultural communication, lists print and audiovisual materials, personnel, and current projects in intercultural communication. Its contents were gathered by database search, survey, and interview. Introductory chapters describe the guide's construction and content, provide a subject index, and give an overview of cross-cultural communication issues in education. Subsequent sections contain citations of relevant texts (books, book chapters, journal articles, conference proceedings, individual conference reports, bibliographies, catalogs, directories, guides, handbooks, kits, manuals, papers and reports, and simulations and training packages), journals (Australian and overseas), and audiovisual resources (catalogs). The guide also lists and describes current cross-cultural communication projects in Australia, lists the names and addresses of individuals in a human resources network throughout Australia, and lists relevant databases and organizations. Appended materials include a list of abbreviations and acronyms, a description of the approach and methodology used in constructing the guide, author and title indexes, and sheets for readers to use in submitting updated information. (MSE)

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CROSS-CULTURAL COMMUNICATION

A NATIONAL RESOURCE GUIDE

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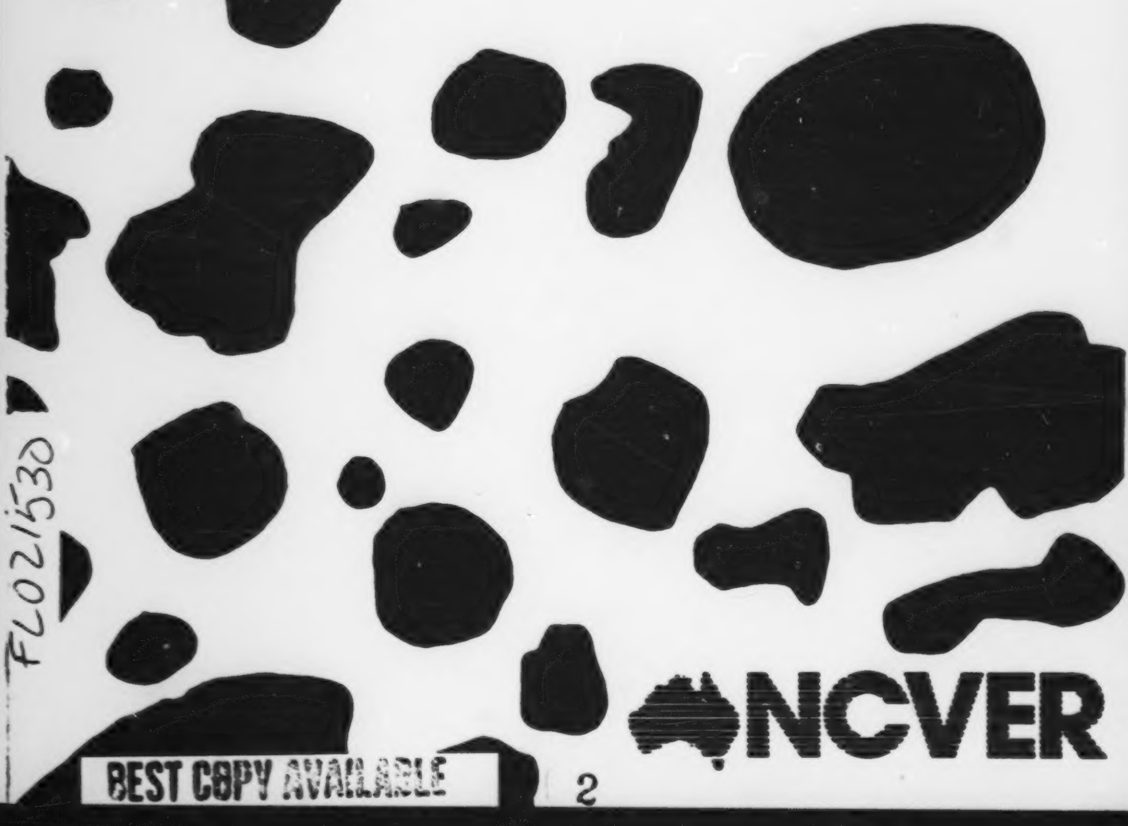

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CROSS-CULTURAL COMMUNICATION

A NATIONAL RESOURCE GUIDE

CROSS-CULTURAL COMMUNICATION

A NATIONAL RESOURCE GUIDE

Project Team: *Maryellen Haines*

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Produced by the Canberra Institute of Technology for the National Centre for Vocational Education Research Ltd (NCVER), funded through the Multicultural and Cross-Cultural Supplementation Program (MACSP) by the Department of Employment, Education and Training (DEET)

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FOREWORD

As a TAFE teacher my classes were often made up of students from many cultural backgrounds. Working with these students to take them through the learning experience whilst attempting to gain an understanding of their 'cultural framework', my own 'cultural framework' and trying to move across these cultural perceptions was always an exercise in cross-cultural communication.

What amazed me during these interactions was what we all had in common. Perhaps that is what cross-cultural communication is really about – discovering similarities by understanding and accepting each other's differences.

For the classroom teacher time is always at a premium. Where to start? Where could I go for assistance? How could I weave my way through all the information available? Which resources were relevant to TAFE and my needs?

This guide was developed with just such adult educators in mind. It was designed to provide clear signposts to crucial, accessible resources to support effective cross-cultural communication in a multicultural education environment.

People need not feel isolated in their search for such resources. This guide brings together materials, human resources, organisations and projects which support the value of cross-cultural communication in effective education and strengthens the weave in the cultural fabric of our society.

As a tool, I hope this guide plays a role in raising the awareness of cross-cultural communication, assists in our understanding of the part we can all play in a multucultural education environment and perhaps, in some small way, brings TAFE staff and others across Australia interested in cross-cultural communication together in a supportive network.

Maryellen Haines

Maryellen Haines
National Manager
National Cross-Cultural Communication Skills Project

CONTENTS

Page

About this Guide xi

Subject Index xvii

Introduction xxix

Texts 1

Books 3
Book Chapters 39
Journal Articles 53
Conference Proceedings 91
Individual Conference Papers 99
Other Text Types 141
Bibliographies 143
Catalogues 157
Directories 165
Guides 169
Handbooks 173
Kits 181
Manuals 185
Papers and Reports 193
Simulations and Training Packages 207

Journals 225

Journals - Australian 227
Journals - Overseas 230

Audio Visual Resources 233

Audio Visual Catalogues 257

8

Page

Current Projects 265
- Australian Capital Territory 267
- New South Wales 269
- Northern Territory 278
- Queensland 280
- South Australia 286
- Tasmania 291
- Victoria 292

Human Resource Network 303
- Australian Capital Territory 305
- New South Wales 317
- Northern Territory 334
- Queensland 339
- South Australia 351
- Tasmania 362
- Victoria 369
- Western Australia 379

Databases 385

Organisations 397

Abbreviations and Acronyms 427

Appendix: Approach and Methodology 435

Author Index/Title Index 439
- Author Index 441
- Title Index 459

Update Sheets and Notes 475

ABOUT THIS GUIDE

The compilers of this guide have accepted in good faith abstracts, overviews and other information and resources recommended to them by the contributors. It should also be noted that the opinions expressed in the overviews are not necessarily those of the compilers. We would like to thank all of those contributors across Australia who have passed on information, provided resources and given us access to their products. The project team have examined as many of the resources listed as possible.

SELECTION OF MATERIALS

Material for inclusion in the guide was selected on the basis that it was published in Australia 1985 onward, and was related to cross-cultural communication including both teaching and learning. In selecting material, no differentiation has been made between the terms 'transcultural', 'intercultural' and 'cross-cultural'. Culture specific material was included in the final guide only if it met all criteria and had a strong cross-cultural communication emphasis. Subject specific material in areas such as nursing, business studies, child care, counselling and other vocational areas have been included to provide for the wide coverage of TAFE courses.

Consideration was given to the ready availability of the material through libraries, publishers or organisations. Some overseas material has also been included for professional background reading as Australian material relating specifically to the theoretical issues involved is limited.

INTRODUCTION TO CROSS-CULTURAL COMMUNICATION

An introduction to cross-cultural communication issues in education has been included in the guide. This introduction gives an overview of current issues that teachers and trainers need to be aware of when working in a multicultural environment. It also highlights some of the steps that organisations and individuals can take to overcome communication barriers in cross-cultural communication.

APPROACH AND METHODOLOGY

For readers interested in the approach and methodology used when developing the guide a short description is given in the Appendix.

ENTRIES

- Some entries may appear twice.

For example

- — an individual conference paper may appear under its title as well as being cited as part of a conference proceedings.
- — an audio visual catalogue will appear under the section CATALOGUES in the TEXT section as well as in the AUDIO VISUAL section under CATALOGUES.
- — an individual title eg. an individual title in a series, will appear under that title and the series will be listed under its own series title.

- Titles have been given exactly as they were presented by the author or publisher of the resource.

For example

- — some titles give cross-cultural communication with a hyphen while other titles exclude the hyphen. Because the titles are listed strictly alphabetically within each resource section all those with the word cross-cultural in the title will still be listed together.

- Where resources have specific information regarding availability this has been provided. Where resources can be found in libraries, through publishers, booksellers etc availability has been omitted.
- Where costs of resources were available or the item was free we have indicated this in the entry. If no cost was available this section has been omitted.
- The Overviews give a general indication of the subject matter and information that the resources cover. Where such information has been unavailable the Overview section has been omitted.

The entries have been divided into main resource sections for ease of access. The major sections of the guide are:

TEXTS

This section has then been subdivided into

- Books
- Book Chapters
- Journal Articles
- Conference Proceedings
- Individual Conference Papers
- Other Text Types
    - Bibliographies
    - Catalogues
    - Directories
    - Guides
    - Handbooks
    - Kits (text only)
    - Manuals
    - Papers and Reports
    - Simulations and Training Packages

Entries are organised alphabetically by the title.

JOURNALS

Included in this section are overseas and Australian journals. Journals listed include not only those referred to in the entries in the guide but also those that could be useful in the search for further current information in cross-cultural communication. To simplify access to journals and journal articles a number of journal indexes, for example Ulrichs, have also been included. The section is arranged alphabetically by journal title.

AUDIO VISUAL RESOURCES

This section includes:

- Audio Tapes, Kits, Videos
- Audio Visual Catalogues

Kits, for the purposes of this guide, refer to a compilation of text and other media, for example, a video and a guide; an audio tape and a booklet; a video and a booklet.

This section details audio visual resources which focus on cross- cultural communication rather than on general multicultural films, documentaries etc. Those readers interested in the multicultural materials will be able to refer to the list of audio visual catalogues provided at the end of this section for these more general items.

CURRENT PROJECTS ON CROSS-CULTURAL COMMUNICATION

This section lists, by state, projects that are currently being funded and whose emphasis relates to the field of cross-cultural communication.

HUMAN RESOURCE NETWORK

The human resource network has been drawn together throughout the researching of this guide. Those who have agreed to be included on the network are willing to share their information and interests in the field of cross-cultural communication.

The profiles provided in this section were written by the individuals listed.

These people are listed by state and then alphabetically by surname.

DATABASES

The databases referred to are those the compilers used in their searches as well as others that the reader may wish to access. A list of descriptors has also been provided in this section so that you will have a readymade tool for quickly accessing information on the databases.

ORGANISATIONS

Organisations listed are those who are involved in various ways with cross-cultural communication.

GLOSSARY OF ABBREVIATIONS AND ACRONYMS

Nationally and state wide there are numerous acronyms that the reader will need to be aware of when searching issues on or reading about cross-cultural communication. This section details the most common of these. Other abbreviations and acronyms used in the guide are also included.

UPDATE AND NOTE SHEETS

Spare blank pages have been left at the back of this guide so that notes may be taken during the use of the guide.

A tearout update sheet has also been provided so that any new resources, additional information and corrections may be listed and sent to the Canberra Institute of Technology.

This guide may be available on disk after the initial print copy run. The feasibility of creating a national database on cross-cultural communication is being investigated so that updating could occur frequently.

INDEXES

There are a number of indexes provided to help you access information quickly. These are:

- Subject Index – to be found at the beginning of this guide,
- Title Index – at the back of the guide arranged alphabetically ignoring 'The', 'An' and 'A', and
- Author Index – alphabetically organised by surname at the back of the guide.

SUBJECT INDEX

- 'the Aboriginal', white Australian images of, 245
- Aboriginal and Torres Strait Islander studies, 118, 306, 356, 366, 400-1
- Aboriginal and Torres Strait Islander people, 143, 153, 157, 160, 163
  - aged care, 182
  - birth practices and traditions, 28
  - child care workers, 220
  - conversational styles, 63
  - counselling, 51
  - culture, 107-8, 159, 248, 255, 346
  - education, 45, 137, 146; human resource network, 321, 343, 344, 360, 366; performance indicators for TAFE programs, 199; remote schools teaching practice, 101
  - English language needs, 289-90
  - health and health care, 8, 17, 60, 147, 309
  - language use, 52
  - learning styles, 89, 95
  - legal matters, 150
  - social welfare, 154
  - in TAFE and police academies' curriculum, 96
  - training for, 207, 222, 344
  - training for non-Aboriginal people, 138, 207, 216, 222, 236, 240, 281, 284
  - women, 155
- academic culture, 113
- access and equity, 5, 7, 10, 132, 216, 219, 286
  - human resource network, 329, 379
  - Multicultural Management Commitment Planning, 126-7, 196-7
  - participation in TAFE, 205
  - Supported Access Assistance Program (SAAP), 308
- adult education, 29, 74, 267-8, 275
  - Aboriginal, 95
  - human resource network, 324, 338, 369, 380-1, 383
  - journals, 227, 229
  - organisations, 399-400
  - social justice in, 5
  - *see also* technical and further education (TAFE)
- advocacy services, 404-5
- aged care, 182, 194, 213
  - human resource network, 351, 358
- aged people, 73, 147, 154, 227, 243
- anatomy, cultural views of, 44
- anti-racism, *see* racism
- apologies, 11, 55
- Arabic background, people of, 145, 243
- arts, multicultural, 307
- Asian cultural background, people with, 25, 145, 182, 278
  - Chinese, 173, 147, 341, 363
  - Indochinese, 467, 84, 105
  - Hmong, 364, 368
  - Japanese, 55, 58, 145, 149, 176

  Lao, 369
  Vietnamese, 28, 46-7, 58, 89, 90, 130, 147, 154, 228, 302, 319, 364

Asian students, 280
  Chinese, 110
  Indochinese, 267
  Iranian, 174
  and learning, 102, 195
  Vietnamese, 89, 174

Asian Studies, 159

assimilation, 38, 87, 102, 216

Australian Capital Territory
  current projects, 267-8
  human resource network, 305-16

Australian Studies, 159

Australian values, 270

bilingual staff, 175, 235
  see also interpreters

birth and birth practices, 8, 28, 31, 52, 147
  human resource network, 364

Black Australians, *see* Aboriginal and Torres Strait Islander people

'Blainey' Debate, 148

'Blocks' exercise, 59

body image, cultural views of, 44

body language, *see* non-verbal communication

briefing learning mode, 74

Buddhist birth practices and traditions, 28

burial rites, *see* death

Burmese people, 145

business culture and language, 105, 144, 153, 295, 342
  Australian values, 270
  Indonesian, 279, 292
  Japanese, 58, 149
  Vietnamese, 302

Cambodian community, 182

career education, 388-9

childcare, 14, 153, 208
  workers, 14, 236, 293-4; Koori, 220

child development, 227, 236, 243

child rearing practices, 22

childbirth, *see* birth and birth practices

children, 154
  human resource network, 307, 325
  Indochinese refugees, 84

Chinese people, 145, 173, 182
  health, 147
  human resource network, 341, 363
  students, 110

the church and multiculturalism, 7
class, 7

classroom activities and materials, 72

classroom behaviour, 56

classroom research, 82

communication rules, 16, 42, 48, 252
  in the classroom, 56

communities and groups, 41, 165-6, 182
  naming systems, 29, 180

community councils, 228, 352, 408

community language classes, 411

community relations, 5, 287, 352, 356

compensation, 150

computers, 67

conflict management/resolution, 36, 34, 69, 214, 310 conversational styles, 63

counselling, 13, 51, 60, 77, 124, 163
  bibliographies, 152, 153, 154
  human resource network, 329, 335, 345, 352, 358, 359, 368
  journals, 230
  offshore, 30
  organisations, 411-12
  overseas students, 174, 214
  self validation model, 73
  teaching, 35
  training, 79, 82, 204

courses, directory of, 165

courteous behaviour, *see* politeness

cross-cultural studies, *see* multicultural and crosscultural studies

cultural accommodation, 48, 49

cultural adjustment, 63, 64, 73, 87, 169, 359

cultural awareness, 11, 104-5, 132, 145, 153-4
  human resource network, 305, 310, 314, 329, 340, 348, 364, 374, 379
  training, 185-7, 255

cultural learning, 64

cultural practices, 37

culture, 7, 10, 15, 38, 43, 119-20, 170, 174, 185, 221, 242
  Aboriginal, 45, 107-8, 118, 137, 255
  academic, 113
  acquisition, 19
  Australian, 270, 309
  bibliographies, 147, 149, 152
  Chinese, 173
  English across, 176
  human resource network, 309, 319, 322, 370, 381
  impact on organisations, 125-6
  Indochinese, 467
  Japanese, 176
  organisational, 17
  as a research variable, 21
  role in provision of health services, 17
  Turkish, 118
  youth, 23
  see also stereotypes and stereotyping

culture shock, 11, 64, 701, 82, 170, 173

curricula and curriculum design, 29, 30, 96, 120-1, 146
  human resource network, 306, 330, 331, 336, 340, 349, 360, 366
  National Centre for Cross-Cultural Curriculum and Staff Development, 416-17
  teacher education, 66
  workplace programs, 104-5

death, 8, 147, 182, 296

deference, *see* politeness

disability in ethnic communities, 213

discourse analysis, 72

discrimination, 38, 196, 216, 376
  see also racism

disease, *see* health and health care

distance education, 114, 161, 195

early childhood, 227, 236

eating, 23

education, 7, 10, 19, 22, 32, 41, 45, 128, 159, 163, 169, 185
  Aboriginal, 101, 137, 146, 199; human resource network, 321, 343, 344, 360, 366
  bibliographies, 144, 146, 149, 153, 154, 3889
  classroom research, 82

health education, 81, 139
health professionals, 139
human resource network, 317, 318, 325, 341, 348, 349, 361
journals, 227, 228
legal, 273
nursing, 111-12
organisations, 401, 409-10
social and welfare workers, 21
see also curricula and curriculum design; higher education; learning; professional education; teacher education and development; teaching; technical and further education; training

educational placement, referral services for, 354, 357, 368

elderly people, *see* aged people

employment, 7, 10, 41, 126-7, 191, 196-7, 254
and family life, 57
government programs, 267-8, 310
human resource network, 309, 310, 313, 320, 321, 327, 328, 340, 349, 368
interviews, 49, 177, 241
job seeking skills, 177
job selection, 272
see also management; staff training and development; work

English, 159, 213
accented, 341
across cultures, 22
language assessment, 339, 354, 357

English-language teaching, 129, 149, 283, 391
English as a Second Language, 160, 188, 289-90; human resource network, 309, 312, 313, 321, 322, 332, 339, 347, 348, 356, 357, 360, 370, 377, 379, 380, 381, 383; journals, 227, 229
English in the Workplace, 196, 405; human resource network, 313, 321, 325, 326, 335, 380, 381
human resource network, 317, 320, 337, 339, 342, 384
organisations, 399-400, 417-18
Workplace Learning Centre, 203

ethnic affairs, 159, 167, 217
organisations, 406-7, 422

ethnic communities and groups, 41, 165-6, 182
naming systems, 29, 180

ethnic community councils, 228, 353, 408

ethnicity, 7, 38, 154
see also identity

families and family life, 23, 57, 154, 169, 230, 389
Arabic, 243

family members as interpreters, 235, 244

females, *see* women and women's issues

Filipino people, 346

food and diet, 182

further education, *see* technical and further education

gender, attitudes to, 7, 19, 23, 57, 306, 314

gestures, *see* non-verbal communication

gratitude, *see* politeness

greetings, 11

health and health care, 7, 10, 15, 17, 23, 41, 44, 48, 147, 153, 157, 163, 169, 182, 228, 238, 242, 296
  - Aboriginal, 8, 60, 143
  - education, 81
  - human resource network, 305, 309, 318-19, 341, 376, 381
  - older people, 243
  - research, 19
  - role of language in, 15, 132
  - women, 31, 155
  - *see also* nursing

health professionals, 75, 97, 103, 158, 186
  - education, 139

hearing impaired, 262

heritage, 163

higher education, tertiary education, universities, 128
  - human resource network, 323, 332, 333, 343, 345, 348, 355, 360, 368, 378, 381-2
  - journals, 228
  - overseas students, 171, 280
  - professional education in, 95, 127
  - staff development, 114, 200
  - teaching, 106, 110, 113-14, 129, 270

Hmong people, 364, 368

home and community care, 213

hospitalisation, 44, 208

hostels, 182, 194, 351, 358

human resource management, *see* management

human rights and multiculturalism, 7

identity, 17, 36, 62, 119, 271
  - Aboriginal, 52

illness, *see* health and health care

immigrants, 10, 43, 411-12
  - employment, 49, 254
  - health and health care, 23, 31, 150, 169
  - human resource network, 340, 358, 375
  - women, 31, 248
  - *see also* non-English speaking background, people from

immigration, 38, 41, 136, 148, 153, 158, 159, 160, 162, 178, 216, 218, 228, 229
  - research, 167, 401-2

Immigration Detention Centres, training courses for custodial officers for, 316

Indochinese, 267, 467, 84, 105, 145
  - Hmong, 364, 368
  - Vietnamese, 28, 58, 89, 90, 130, 147, 154, 174, 182, 228, 302, 319, 364

Indonesians, 51, 129, 279, 292, 337, 358

industrial democracy, 196

industry, 144, 376
  - *see also* business culture and language

integration, 38, 216

interpreters, 15, 175, 182, 218, 235, 351
  - Translating and Interpreting Service, 423-4

interviews, 49, 177, 218, 236, 241

intracultural communication, differences between intercultural communication and, 24

Iranian students, 174

isolation, 243

Italian-Australians, 48, 57

Japanese people, 58, 145, 149, 176
  styles of apologies, 55

Jewish birth practices and traditions, 28

job interviews, 49, 241

job seekers, 349

job seeking skills, 177

job selection, 272, 321, 328

Khmer people, 145

knowledge, Aboriginal children's attitudes to, 45

Koori culture, 220

labour market, 162, 196

language learning, 25, 33, 160
  community languages, 411

language/linguistics/literacy, 5, 17, 38, 41, 144, 182, 213, 221, 242, 277, 393-4
  in Aboriginal identity and cross-cultural communication, 52
  bibliographies, 146
  Chinese, 173
  cultural assumptions of, 123
  films about, 159, 160
  and health professionals, 15, 103, 132
  human resource network, 305, 316, 325, 326, 334, 335, 349, 359, 370, 372, 377
  journals, 228, 230, 231
  and older people, 73, 182, 243
  organisations, 410-11, 418-19
  professional, 33, 131, 133-4
  significance v. literal meaning, 42
  see also interpreters

language teaching, 25, 149, 231
  human resource network, 309, 311, 327, 365, 378
  see also English-language teaching

Lao people, 145, 369

Latvians, 348

learning, 74, 113, 189, 193
  problems, 78, 195
  self access and self directed, 117

learning styles, 68, 269
  Aboriginal adult students, 89, 95
  Asian students, 102
  NESB students, 298
  overseas students, 30, 50

legal education, 273

legal matters, 7, 150, 153
  and Aborigines, 143
  and women, 155

legal services, 10, 194, 322, 376

literacy, *see* language

literature, 159

local government, training resources for, 183, 235

male/female roles, see gender,
  attitudes to management, 9, 18, 37, 125-6, 153, 274
  in an Asian context, 278
  human resource network, 307, 314, 329, 353
  journals, 230

management training, 9, 125, 170, 219, 274, 301
  human resource network, 310, 321, 325, 329, 352, 369, 371
  supervisors, 181, 213, 221, 223, 274

managing cultural diversity, *see* management training

marriage, 8, 57

mathematics teaching, 35, 116

the media and multiculturalism, 7

medicine, *see* health and health care

mental health, 19, 44, 152

microcomputers, 67

midwives, 28, 308

migrant resource centres, 411-12

migrants, *see* immigrants

money, 23

motherhood, 57

multicultural and cross-cultural studies, multicultural education, 25, 32, 41, 77, 120, 159, 165
  Centre for Multicultural Studies, 402-3
  and distance education, 114
  for teacher-librarians, 195

Multicultural Management Commitment Planning, 126-7, 196-7

multiculturalism, 7, 38, 43, 74, 102, 159, 175
  attitudes to, 80
  bibliographies, 148
  databases covering, 387-96
  films and videos about, 157, 160, 163
  journals, 228
  organisations, 406-7, 408, 422
  policy, 10, 21, 41, 119
  research directory, 167

Muslim birth practices and traditions, 28

naming systems, 29, 180

National Agenda for a Multicultural Australia, 80

New South Wales
  current projects, 269-77
  human resource network, 317-333
  police professional education, 108-9

non-English speaking background people
  access and equity strategy, 132
  aged, 73, 182, 194, 243
  employment, 177, 196, 267-8
  health clients, 139
  participation in TAFE, 205
  Supported Access Assistance Program (SAAP), 308
  training for employers of, 191
  young people, 38
  see also immigrants

non-English speaking background students, 198
  ESL programs for, 188
  human resource network, 317, 321, 340, 349, 370
  learning strategies, 298
  TAFE, 178, 179-80, 198
  teaching, 36, 94, 122, 178-80, 283, 288
  teaching aids, 72
  see also Asian students

non-English speaking background workers, 126-7, 196-7
  in childcare, 14
  communication training, 271
  social and welfare, 86
  supervisor training, 299
  trainer training, 300
  women, 248
  see also English-language teaching

non-verbal communication, 10, 11, 17, 18, 23, 48, 76, 185
  Australian, 252
  bibliographies, 149
  exercises, 136
  human resource network, 340
  influence of culture on, 21, 124
  Japanese, 58
  Vietnamese, 90

Northern Territory
    current projects in, 278-9
    human resource network, 334-8

numeracy, 360, 384

nursing, 50, 65, 80, 88, 147, 153
    and Aborigines, 143
    education, 111-12
    human resource network, 308, 378
    journals, 227, 230
    midwives, 28
    and women, 155

nursing homes, 182, 194, 358

organisational communication, 69, 149
    see also management

organisational culture, 17, 37, 125

orientation programs, 30, 61, 701, 74, 75, 78, 83, 85
    trainer competencies, 845

overseas skills recognition, 419-20

overseas students, 30, 33, 127, 170, 171, 252
    human resource network, 340, 343, 345, 359, 362, 364, 367, 382
    learning problems, 78
    learning styles, 50
    orientation programs, 30
    Overseas Students Advisers' Network, 422-3
    training and development for teachers of, 129, 151, 153, 200, 214, 291
    see also Asian students

Pacific Studies, 159

pain, 44, 147

parent expectations, Aboriginal, 137

participation, 5
    by parents, 66
    in TAFE by people of non-English speaking backgrounds, 205

Philippine society, 346

physiology, cultural views of, 44

Pitjantjatjara communities, 289-90, 360

police and police training, 96, 108-9, 128, 150, 244, 284
    Aboriginal recruits, 321
    human resource network, 321, 342, 344, 350, 375

Polish community, 82, 182

politeness, 9, 23, 42
    Aboriginal, 45
    Japanese, 58
    Vietnamese, 90

population, 162, 401-2

pregnancy, *see* birth and birth practices

prejudice, 38, 144, 158, 160, 215, 216, 249
    see also racism

problem solving, 34

professional communication, 33, 34, 66

professional education and development, 93, 95, 106-9, 127, 131, 135, 161, 290

proverbs, lessons of, 23

psychiatry, 152

psychology, 19, 62, 152, 153
    and Aborigines, 143
    coping with unfamiliar cultures, 43, 64
    human resource network, 335, 359, 381
    journals, 227, 228, 230
    and women, 155

public contact staff training, 201, 212, 218, 248, 310

Queensland
  current projects in, 280-5
  ethnic community organisations, 165
  human resource network, 339-50

race relations, publications about, 159

racial identity, 62

racism, 6, 32, 38, 144, 147, 148, 155, 158, 215-17, 244, 316
  human resource network, 316, 318, 356

referral services, 411-12
  educational placement, 354, 357, 368

refugees, 267, 467, 148, 159, 216
  children, 84
  human resource network, 319, 358, 364
  Vietnamese, 130

religion, 7, 11, 17, 182, 296

research, 19, 21, 149, 1612, 167, 228
  Aboriginal and Torres Islander studies, 118, 306, 356, 366
  classroom, 82
  human resource network, 318, 325, 340-1, 349, 381
  organisations, 400, 401-5, 409-11, 413-14, 417-19, 422
  see also multicultural and cross-cultural studies; psychology

resettlement, 38, 130, 213, 319, 362

schools, microcomputers in, 67

self-esteem training, 285

self validation model, 73

sensitivity programs, design and presentation of, 187

service delivery, 153

sickness, *see* health and health care

simulation and training packages, 82, 158, 207-23

skills management, *see* management

skills recognition, 419-20

small business, 144, 155

social justice, 5, 7, 103, 160
  access and equity, 10, 126-7, 132, 216, 219, 286
  human resource network, 329, 346, 379
  Supported Access Assistance Program (SAAP), 308
  young people, 38

social welfare, 7, 41, 153, 154, 157, 163
  Aborigines, 143
  human resource network, 318-19, 341
  training, 21
  women, 155

social work and social workers, 21, 25, 154, 401
  with the Indochinese-Chinese, 105

South Australia
  current projects in, 286-90
  human resource network, 351-61
  multicultural and ethnic community resources, 166

South East Asian people, 145, 154, 322, 377
  Hmong, 364, 368
  Indochinese, 267, 467, 84, 105
  Lao, 369
  Vietnamese, 28, 58, 89, 90, 130, 147, 182, 228, 302, 319, 364

staff training and development, 95, 103-4, 151, 153, 161, 198

about Aboriginal and Torres Strait Islander people, 138, 207, 222, 240, 248, 281
academic, 114, 129, 135, 200
community-based organisations, 190
direct care staff, supervisors and planners, 213
employees from non-English speaking backgrounds, 191
human resource network, 312, 313, 325, 329, 331, 336, 348, 355, 358, 367
local government, 183, 235
organisations, 405, 416-17
public contact staff, 201, 212, 218, 248, 310
in TAFE, 122, 178-80, 193, 202, 281, 288, 291
see also teacher education and development

statistics, 162

stereotypes and stereotyping, 43, 48, 136, 147, 185, 213, 280

students
classroom behaviour, 56
nursing, 112
see also non-English speaking background students; overseas students

supervisor training, 181, 213, 221, 274 291, 310

support services, 404-5

Supported Access Assistance Program (SAAP), 308

TAFE, *see* technical and further education

Tasmania
current projects in, 291
human resource network, 362-8

teacher education and development, 59, 66, 121, 135, 297
ESL, 188
human resource network, 313, 314, 328, 330, 369, 371
journals, 230, 231
mathematics teachers, 116
organisations, 413-14
refugee resettlement, 130
teachers of overseas students, 129, 151, 153, 200, 214, 291, 178-80

teacher-librarians, 195

teaching, 356, 43, 127, 152, 161, 216, 276
adult and further education, 29
of cultural awareness, 115
distance education, 114
evaluating materials for, 119
human resource network, 314, 317, 326, 329, 373
journals, 227, 228, 229, 230, 231
mathematics, 35, 116
nursing, 50
organisations, 413-14, 417-18
in remote Aboriginal schools, 101
TAFE, 277
tertiary, 106, 110, 113-14, 129, 170
see also language teaching; non-English speaking background students; overseas students

teaching aids, 72

teaching styles, 25, 30, 50, 68, 89, 171

technical and further education (TAFE), 29, 128, 178-9, 283
curriculum design, 96
databases covering, 388-9, 396
films and videos about, 163

  human resource network, 305, 313, 320, 326, 327, 328, 330, 334, 336, 338, 339, 342, 343-4, 344, 347, 349, 358, 359, 364, 372
  journal, 229
  organisations, 412-13, 414-15, 423
  paraprofessional programs in, 282
  participation of NESB people, 205
  performance indicators for Aboriginal programs, 199
  staff training, 122, 178-80, 193, 202, 281, 288, 291

telephone techniques, 177

tertiary education, *see* higher education

Thai people, 145

Torres Strait Islander people, *see* Aboriginal and Torres Strait Islander people

tourist industry, 242

trainees with language and literacy difficulties, 203

trainers, 165, 170, 173, 1745, 184, 190-1
  Aboriginal staff, 222
  assumptions made by, 83
  competencies, 845
  training of, 277, 300, 308, 329

training, 70-1, 74, 146, 149, 150, 173-80, 196, 229, 388-9, 395-6
  'Blocks' exercise, 59
  child care (homebased), 293-4
  counselling, 82, 204
  effectiveness, 67, 87
  exercises, 98, 136
  health workers, 31
  home and community care workers, 213
  human resource network, 310, 315-16, 318, 322, 323, 325, 329, 331, 336, 344, 346, 347, 351, 352, 353, 359, 361, 369, 371, 374, 376, 377, 379
  kits, 181-4
  language barrier issue, 133-4
  manuals, 185-91
  models, 75-6, 79
  organisations, 401, 403, 405, 409-10, 412-13, 413-14, 420-1
  packages and simulations, 207-23
  self-esteem training, 285
  social and welfare workers, 21
  supervisors, 181, 213, 221, 299
  techniques, 115
  workers from a non-English speaking background, 86
  see also education; orientation programs; staff training and development

translating services, *see* interpeters

Turkish community, 118, 305

unemployment, 11

universities, *see* higher education

values, Australian, 270

Victoria
  current projects in, 292-302
  human resource network, 369-78

Vietnamese, 58, 145, 154, 182
  birth practices and traditions, 28
  business culture, 302
  gratitude, expression of, 90
  health , 147
  human resource network, 319, 364
  refugees, 467, 130
  students, 89, 174

Vietnamese Studies, 228

vocational counselling, *see* counselling

vocational education, *see* technical
    and further education

Western Australia
    human resource network, 379-84

women and women's issues, 153,
    155, 157, 158, 160, 248
    Aboriginal, 143
    business, 144
    health, 31, 147
    human resource network, 307, 314,
        317, 320, 327, 346
    legal, 150
    psychology, 152
    social welfare, 145

Women in Multiculturalism
    Network, 424-5

work, workforce, workplace, 7,
    104-5, 158, 162, 169, 221, 239,
    255, 313, 318
    discrimination in, 196
    and family life, 57
    human resource network, 313, 318,
        325, 326, 329, 351, 353,
        372, 377, 379
    racism at, 215
    working conditions, 208
    see also English language teaching;
        management; training

Workplace Learning Centre, 203

young people, 23, 38
    human resource network, 307, 340
    legal issues, 150
    organisations covering, 407
    social welfare, 154

Yugoslavian community, 182

INTRODUCTION

CROSS-CULTURAL COMMUNICATION ISSUES IN EDUCATION

AN INTRODUCTION

All those involved in education and training have an obligation to eliminate any barriers which hinder the widest possible access to education for everyone. The Commonwealth's *Racial Discrimination Act, 1975* and the *Human Rights Commission Act, 1985* make it mandatory that there be no discrimination on grounds of race or sex. *The National Agenda for a Multicultural Australia : Sharing Our Future* (1989) reaffirms the right of all Australians to equality of opportunity, and the need to remove barriers of race, ethnicity, culture and language. *Australia's Language: The Australian Language and Literacy Policy* (August 1991) identifies language and cross-cultural awareness requirements within various award classifications. It recommends incorporating linguistic and cultural diversity into training. This introduction has used the TAFE context for discussing cross-cultural communication issues. However, these issues can be found in many other education and training contexts.

TARGET POPULATION

Students with a non-English speaking background are difficult to identify accurately in TAFE enrolments. Student populations however could be expected to reflect the general Australian population patterns. According to the most recent figures available, those of the 1986 census, 26% of Australia's population are from non-English speaking background:

- 1% are Aboriginal or Torres Strait Islanders
- 5% are descended from migrants with non-English speaking backgrounds who came to Australia more than two generations ago
- 8% are second generation Australian, born of parents from non-English speaking background

- 12% are overseas born from non-English speaking backgrounds.[1]

A separate, and increasing, student group comes from full-fee paying overseas students. By 1990, 3% of all full-fee paying overseas students in Australia were enrolled in TAFE institutions. The TAFE International Students Program was set up in 1987 and has been gaining momentum each year since then. In Queensland, for example, figures rose from 10 in 1987 to 350 in 1991 and to 578 in 1992. The figures for full-fee paying overseas students enrolled in TAFE colleges throughout Australia in February, 1992 were:

ACT	192
NSW	536
NT	48
QLD	578
SA	321
TAS	95
WA	494

Victoria identified only 196 full-fee paying overseas students. The non-centralized nature of their record keeping prevented the identification of the actual number enrolled, but it is believed to be considerably higher.

In addition to the above, some states identified students enrolled in specialized English courses such as English Language Intensive Course for Overseas Students (ELICOS) or English for Academic Purposes (EAP):

ACT	13
QLD	240
SA	67
WA	87

Throughout Australia, over 70% of the full-fee paying students were enrolled in Business Studies, Computing, Accounting and Finance, Hospitality and

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[1] *Understanding Immigration*, 1987, AGPS, Canberra.

Engineering courses. Small numbers of students, however, are enrolled across the full range of courses offered by colleges.

The most common countries of origin are Hong Kong, Indonesia, Malaysia, China, Fiji, Japan and Thailand.

TAFE teachers thus inevitably come face to face with mulicultural classrooms. Any class is likely to contain students from a variety of cultural backgrounds. Such students may be non-English speaking background (NESB) or Aboriginal or Torres Strait Islander (ATSI) students who will work within Australian society, or full-fee paying overseas students who intend to return to their own countries at the completion of their courses. All these groups could be present in the one classroom together with English speaking background students. Each group requires a different approach from the teacher. This challenge faced by TAFE teachers is the one addressed in this guide.

Pearson[2] and discussion with Vicki Teleni from the Townsville College of TAFE, identified the following areas of difference between NESB and full-fee paying overseas students in mainstream classes:

NESB Students	FFPO Students
Better support network of family and friends	
More in tune with Australian lifestyle	
Less likely to suffer severe culture, education or learning shock	Likely to be suffering some degree of culture, education or learning shock. Have had sudden and total immersion in the language
Fewer difficulties with accent, colloquial language, slang	Cannot handle colloquialisms, slang expressions
Likely to have better understanding of educational requirements and modes of instruction	Mode of instruction likely to cause difficulties, particularly for Koreans and Japanese
More likely to understand Australian context of subject matter	
Often have few study or research skills	Can handle written tasks as long as format is clearly shown and requirements are carefully explained

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[2] Pearson, G. 1992, *The Right Balance : Coping with Overseas and Non-English Speaking Background Students*, Central Metropolitan College of TAFE Development Centre, Western Australia, p.40.

Pearson points out that even NESB students who have lived in Australia for a long time, and who may have received a large proportion of their education here, are still likely to possess different cultural attitudes. He also draws attention to the special problems which occur when mature-age students are studying to re-learn in English the trade skills for which they already hold qualifications from their home countries. In this situation, the teacher is often regarded more as an English teacher than a trade teacher, a role which may be difficult to fulfil.

Discussion with TAFE personnel has indicated that many teachers are unaware of the problems faced by NESB students. The attitude that all students should be treated in the same way, and that any student in a mainstream class must cope somehow with the 'normal' requirements of that class is quite common. Intolerance of differences, ignorance of the issues involved and unconscious prejudice are often present. Many teachers are aware that there is a problem, but feel they do not possess the background, training or skills to solve it. Others, while sympathetic, find that the time pressures of their job prevent them from giving all the help which is required.

Individual colleges offer varying levels of support to NESB students. NSW TAFE has a specific Multicultural Education Policy and has set up Multicultural Access Centres to make information and advice available to students in a number of community languages. It also provides access courses for young people who were unable to complete junior secondary education in their home countries. All states provide special tutorials, skill courses, the use of Individual Learning Centres, specialized language courses such as English for Special Purposes (ESP), English for Academic Purposes (EAP), or English Language Intensive Course for Overseas Students (ELICOS). Bridging courses into mainstream programs are provided on a number of campuses.

BARRIERS TO CROSS-CULTURAL COMMUNICATION

Effective communication between teacher and learner is a necessary precondition to learning. Cross-cultural communication has been defined as 'communication that takes place between people whose cultural backgrounds are different in such a way that it affects understanding and communication. Successful communication is the ability to establish, maintain and satisfactorily conclude an interaction'.[3]

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[3] Pauwels, A. 1991, 'Tackling the Language Barrier in Cross-Cultural Training', in *Professional*

Intercultural competence has likewise been defined as 'the demonstrated ability to negotiate mutual meanings, rules and positive outcomes'.[4]

The outcome of ineffectual communication is a limited understanding of course content and requirements. This reduces a student's ability to perform tasks required in the classroom in an adequate manner. This in turn limits the equality of access to education and equity which is required by Federal legislation, and prevents students from achieving full affective and intellectual development within classrooms. The acquisition of greater communication competence leads to greater participation, functional fitness, psychological health and intercultural identity.[5]

Effective communication is a complex process involving many factors other than the actual language used. Shared beliefs enable one party to predict the probable response of the other; those not sure of how to respond experience a lack of security, uncertainty and anxiety. In the emotional stress of a situation, a student's English proficiency is likely to be lost or reduced.[6]

All people hold cultural beliefs - norms, rules and values which have developed through their experiences at home, in school and in the wider community. Most people also, perhaps unconsciously, believe that their own particular set of values is the 'right' set - the idea of 'how things have always been'. The resultant actions or non-actions from this prejudice affect relationships with those who hold different values.[7] An awareness of one's own conditioning and sense of values is required if one is to grasp the significance of and understand the values held by others. An awareness of

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Cross-Cultural Staff Development Inside and Outside Universities, ed. C. Hedrick, The National Centre for Cross-Cultural Curriculum and Staff Development, The Flinders University of South Australia, p.144.

[4] Kim, Y.Y. and Gudykunst, W.B. (eds) 1988, *Theories in Intercultural Communication*, Sage Publications, California, p.108.

[5] Wyse, L. 1991, 'Cross-Cultural Awareness and Communication Strategies for a Multicultural Workplace', in ed. C. Hedrick, op. cit., p.60.

[6] Kim, Y.Y. and Gudykunst, W.B. 1988, op. cit., p.126; Wyse, L. 1991, op. cit., p.45; Eilers, F.J. 1990, *Communicating Between Cultures : An Introduction to Intercultural Communication*, Editrice Pontificia Universita Gregoriano, Roma, p.42; Victorian Ethnic Affairs Commission, 1988, *Cross-Cultural Education and Training Resources Manual*, p.48.

[7] Trent, F. 1991, 'Through the Looking Glass', in *National Conference/Workshop on Cross-Cultural Curriculum in TAFE and Police Academies*, ed. E. Martens, The National Centre for Cross-Cultural Curriculum and Staff Development, The Flinders University of South Australia, p.79.

the effect of cultural conditioning on behaviour will increase sensitivity to both clients and colleagues whose behaviour and values are different.[8]

Account must be taken not only of the language used , but of factors such as non-verbal signals and codes of politeness and honesty. Emotional reactions are also significant. Behaviours perceived to be appropriate and effective in a particular context are learned within a specific cultural framework. A knowledge of cultural background will help to indicate areas where both teachers and students need to modify or adapt their existing patterns of communication in order to enhance educational outcomes.

LANGUAGE

There is a general perception amongst teachers that most student problems arise from an insufficient grasp of English. A perceived difficulty with language, however, is often actually a difficulty with cultural mannerisms or behavioural style. Even advanced speakers strike problems in communication when different conventions in the use of English lead to misinterpretations, which cause frustration and irritation to both parties.[9] Second language competency increases the ability to cope with uncertainty but does not remove it completely.[10]

Further problems can arise from cultural speech patterns - the stress, intonation, pitch level and rhythm which is a natural part of any language. In English, stress and tone of voice operate independently, but both function to signal information. This pattern is quite unfamiliar to Asians who use a tonal language to convey differences in meaning.[11] The role of sound, tonal style and idioms and slang in language is too often overlooked in cross-cultural training.[12]

In response to a questionnaire administered to university staff relating to perceived listening, speaking, reading and writing competency - the areas which are concerned with understanding and communication in English -

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[8] Wyse, L. 1991, op. cit., p.65.

[9] Phillips, D.J. 1991, *Progressive Staff Development in the Light of Reality : With special reference to cross cultural and overseas students*, Research paper, University of Canberra, p.8; Landis, D. and Brislin, R. (eds) 1988, *Theories in Intercultural Training*, vol. 2, *Issues in Training and Methodology*, p.152.

[10] Kim, Y.Y. and Gudykunst, W.B. 1988, op. cit., p.138.

[11] Gumperz, J.J. and Roberts, C. 1980, *Developing Awareness Skills for Interethnic Communication*, Seameo Regional Centre, Occasional Paper, no. 12, Singapore, p.105.

[12] Pauwels, A. 1991, op. cit., p.141.

over 60% of respondents stated that it was hard for cross-cultural and overseas students to:

- understand what was said in classes
- make themselves understood
- summarize main ideas
- spell correctly
- write essays.[13]

NON-VERBAL COMMUNICATION

The communication process consists of a number of variables which combine to convey the message. According to *The Cross-Cultural Education and Training Resources Manual* (1988), 65% of social meaning of a typical two-person exchange is carried by non-verbal cues.[14] These are often culture specific, and can signal a quite different message from the one being given verbally. Eye contact, personal distance, touching, gestures, appropriate classroom behaviour are areas where misunderstanding frequently occur. An awareness of vulgar and offensive non-verbal behaviours in different societies will prevent staff from giving unintended offence. Teachers need to be alert for non-verbal signals given by students which can be an important indicator of stress and defensiveness.[15]

THE POLITENESS FORMULA

Fundamental differences exist between cultures in what is regarded as 'polite' behaviour. In many countries, the way in which respect is expressed depends upon a strict hierarchy of class, position, age, sex or educational level. Ignorance of acceptable behaviour patterns lead to unwarranted offence being taken by both students and staff.

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[13] Phillips, D.J. 1991, op. cit., p.8.

[14] Victorian Ethnic Affairs Commission, op. cit., p.99.

[15] Mitchell, R. 1987, *The Non-English Speaking Background Learner in TAFE*, Adelaide College of TAFE, South Australia.

PREFERRED LEARNING STYLES

Learning style and general study problems have a greater impact on effective learning than do language skills. People from different cultures learn in very different ways. Investigation is showing that indigenous Australians learn in a much more holistic way than do western educated people.[16] This creates special problems for Aboriginal and Torres Strait Island (ATSI) students in western classrooms. The characteristics and styles of learning that many overseas students bring with them have also been shown to be generally inappropriate for study in Australia. Passivity and rote learning are integral to many Asian education systems, and many students coming into the Australian system find it difficult to adjust to the more open, student-directed learning systems which operate here.

A very common issue raised by teachers was that of plagiarism and the perception that overseas students 'cheat'. However, these habits can largely be explained by the pre-learned sets of customs of these students. The education of overseas students has been described as often 'strongly reproductive in style'; and as giving value to the conservation of knowledge, respect of recognized scholars, the equation of age with wisdom, the acceptance of the authority of texts and traditions, and a heavy reliance on teachers and single text books.[17]

Students whose previous education has been ruled by such conventions require a clear definition of staff expectations and requirements with regard to:

- format of finished product
- research study skills including use of reference materials
- required time of submission of assignments or other materials.

The role of the teacher as a facilitator rather than a source of knowledge also needs emphasis.

The institution of 'a culturally responsive approach to teaching and learning', in which value and respect is afforded to what students have learned and the

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16 Trent, F. 1991, op. cit., p.79.

17 Ballard, B. 1991, 'Cross Cultural Purposes in the Tertiary Classroom' in ed. C. Hedrick, op. cit., p.126.
Mezger, J. (to be published), *Bridging the Intercultural Communication Gap*, describes the learning styles present in a number of Asian and Pacific countries.

ways in which they have learned in their own cultural setting is advocated.[18]

STEREOTYPING

The concept that all people from a particular culture possess certain attributes leads to the stereotyping of individuals who happen to come from that culture. This ignores the reality that within every culture differences exist between individuals. Assumptions made about cultures are often based on over-generalizations, over simplistic categorizations or inappropriate assumptions.[19]

It is important that students should be accepted as individuals, and that teachers recognize their own tendencies to stereotype and work to overcome them. The danger otherwise exists that all problems will be ascribed to the culture from which students come while the real cause of the problems is overlooked.

STRATEGIES TO ASSIST TEACHERS/TRAINERS

The balances which need to be maintained by teaching staff have been identified as being between:

- being sensitive to cultural norms of NESB and overseas students and remaining faithful to our own
- expecting NESB students to respond to the demands of study in Australia and making allowances for the culturally-determined difficulties of these students
- covering the course content as prescribed in curriculum documents and delivering it in a way that responds to the needs of the students in the class
- understanding the *potential* problems of NESB students and responding to the *actual* problems of the students in the current class
- responding to NESB students' needs and not forsaking those of English-speaking-background students.[20]

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[18] Wasson, R. 1991, 'Developing Culturally Responsive Curricula', in ed. E. Martens, op. cit., p.15.

[19] Kim, Y.Y. and Gudykunst, W.B. 1988, op. cit., p. 99.

[20] Pearson, G. 1992, op. cit., p.vii.

Detailed strategies to assist teachers to cope with the problems faced are outlined in a number of sources.[21] Some of the stratagems are briefly outlined below.

INSTITUTIONAL INERTIA AND STAFF TRAINING

As the proportion of students from different cultures increases in a student body, not only do these students require assistance, but teachers also need training and support if they are to respond effectively in a culturally diverse classroom. Organizational barriers can be created by institutional structures, goals and/or staffing regulations. It is essential that the institution change - not just some of the individuals within it.

For the entire system to change, the total staff, including the most senior members, need to be involved in cross-cultural training programs. If such training programs are optional, only already committed staff attend. A supportive institutional climate, and a planned commitment to staff development in cross-cultural communication and teaching strategies is required if permanent changes are to be made.[22]

Training courses must be relevant to the needs of the participants, and materials used should relate directly to their situation. Different programs will need to be designed for different purposes.[23]

Training should aim to:

- encourage greater cultural sensitivity
- improve staff job satisfaction and effectiveness
- provide cross-cultural skills in specific areas

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[21] Mitchell, R. 1987, op. cit.; Pearson, G. 1992, op. cit.; Pauwels, A. 1991, op. cit; Gunn, J. 1989, *Presentation of Cross-Cultural Sensitivity Programs*, Communication Concepts Pty. Ltd., Hall, ACT.

[22] Trent, F. 1991, op. cit., p.80; Phillips, D. 1991, op. cit., p.12; Gunn, J. 1989, op. cit., p.62; Wyse, L. 1991, op. cit., p.83; Singer, R., Iredale, R. and Crowley, D. 1986, *Skills for a Multicultural Society : Guidelines for Trainers*, Ethnic Affairs Commission of NSW, p.6; Mitchell, R. 1990, 'Implementing System-Wide Cross-Cultural Training for Staff - the South Australian DETAFE Experience', in *Cross-Cultural Communication and Professional Education*, eds C. Hedrick and R. Holton, p.218; Kenyon, C. and Amrapala, A. 1991, *More Than G'Day! A Guide for People Working with Overseas Students*, 2nd. ed., Good and Better Publishing, p.60; Jayasurija, L. 1990, 'Culture and Communication : Some Critical Reflections', in eds C. Hedrick and R. Holton, op. cit., p.98.

[23] Gunn, J. 1989, op. cit., p.62.

- support specific client groups

If role plays or case studies are used, they should be directly relevant to the situation of the trainees. It is also very important that the trainer should be highly trained and skilled in the delivery of such teaching methods.[24] Materials should be previewed and assessed before the session and a debriefing session held after the training. Evaluation should be included to ascertain the effect of the training session(s) on participants, the organization and clients/community.[25]

In addition to TAFE institute-based staff development training, many tertiary institutions and private training organizations offer units of study in various aspects of cross-cultural communication. Encouragement should be given to staff to include such units in their professional development.

LANGUAGE STYLE

Many staff feel uncertain when faced with pressure to change long-established and previously effective teaching styles, language and materials. However, they need not fear that extreme change is required of them. It has been stated that 'There is no need to radically change your behaviour towards overseas students, they must adapt in order to fit in with Australians. You can help them to fit in by understanding their needs and by being patient'.[26] Professor Bourke asserts that 'personal warmth combined with active demandingness' will give the best possible results for all students, regardless of race, colour or culture.[27] He adds that, in addition, any good teacher will develop an understanding and tolerance towards pupils who have a different cultural background from that of the teacher, while still maintaining the standards required of the class.[28]

Classroom teachers can develop a range of teaching styles that can be selected to accord with the needs of their target audience, taking account of a range of learning styles and making provision for them.

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[24] Singer, R., Ireland, R. and Crowley, D. 1986, op. cit., p.8; Mitchell, R. 1987, op. cit., p.67.

[25] Gunn, J. 1989, op. cit., p.73, outlines methods for undertaking evaluation.

[26] Kenyon, C. and Amrapala, A. 1991, op. cit., p.54.

[27] Bourke, C.J. 1990, 'Cross-cultural Communication and Professional Education ; An Aboriginal Perspective', in eds C. Hedrick and R. Holton, op. cit., p.38.

[28] ibid., p.44.

In both written and oral presentations to students, language can be simplified. Simple language does not imply simplistic language or a lowering of standards - simply the avoidance of idioms, jargon, slang and colloquialisms.

Effective communication is fostered by slow, concise and clear explanations and clarification of technical terms and abbreviations.[29]

CURRICULUM AND TEACHING MATERIALS

To cater more effectively for students, curriculum and teaching methods need to remain dynamic. The continuous evaluation of goals, outcomes, content and strategies is necessary for all students, not just those from a non-English speaking background. The needs of the learner should take precedence over other factors. Many barriers are relevant not only to culture, but to communication in general. It is communication, not specifically cross-cultural communication, which is important.

CONCLUSION

Most communication breakdowns are not intentional, but simply the result of participants using different systems to signal meaning or attitude. An awareness of the study, language and communication problems being experienced by students should lead to an adaptation of teaching styles to cater for these difficulties.

Short courses will not change attitudes or beliefs overnight, but behaviour can be changed, and this in the long term will bring about changes in attitude.[30] Such changes are essential if Australia is to overcome both the education costs and the social and economic costs of failing to adequately educate a significant proportion of its population.

This guide provides references to material and strategies useful to all TAFE staff and others working in the field of cross-cultural communication. Its use should lead to a better awareness and understanding of the issues involved, and more effective teaching strategies.

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[29] Victorian Ethnic Affairs Commission, 1988, op. cit., p. 54.

[30] Mitchell, R. 1990, op. cit., p.221.

Cross-Cultural Communication Issues in Education
An Introduction

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TEXTS

- Books
- Book Chapters
- Journal Articles
- Conference Proceedings
- Individual Conference Papers
- Other Text Types
    - Bibliographies
    - Catalogues
    - Directories
    - Guides
    - Handbooks
    - Kits
    - Manuals
    - Papers and Reports
    - Simulations and Training Packages

BOOKS

BOOKS

Title:	**Adult Education in Multicultural Australia: Social Justice in Adult and Technical Teacher Education**
Author/s:	Potter, R (ed.)
Publisher/ Place/Date:	Multicultural Centre, Sydney College of Advanced Education, Sydney 1987
Overview:	A number of the papers in this collection address the critical notions of equity, access, social justice and equality of opportunity and outcome in the context of population diversity. There are no papers that deal with specific ethnic Australian communities as the book addresses questions of social justice in the broadest sense. One of these social issues is the provision of effective and appropriate educational services in multicultural Australia and most of this book is concerned with helping teachers and adult educators to formulate such programs and implement them in their teaching. There are several papers under each of the following headings: from melting pot to mainstreaming; participation and social justice; community relations in a culturally complex society; teaching culturally and linguistically diverse groups; and, language - the key to participation.

Title:	**Anti-Racism: A Handbook for Adult Educators**
Author/s:	Chambers, B and Pettman, J
Publisher/ Place/Date:	AGPS, Canberra, 1986
Description:	Human Rights Education Series No. 1
Availability/ Cost:	AGPS, GPO Box 84, Canberra, ACT, 2601
	$19.95
Overview:	This is the first volume in the Human Rights Commission's Education Series. The Series is designed to provide resources for human rights educators. This manual is for adult educators determined to confront the issues of racism and anti-racism in a wide range of teaching contexts. It provides a comprehensive rationale for doing so, a detailed set of activities and strategies that can be adapted to the specific needs of those involved, and a list of further resources and references. It combines, in other words, both theoretical awareness and practical utility in a single handbook that is socio-politically relevant and easy to use. A work of this kind can never be complete, and the authors do not presume that it is so. They would welcome an active response from which more may be learned. It should be noted that the views expressed or implied in this volume are not necessarily those of the Human Rights Commission or its members and should not be identified with it or them.

Title: **Australia in Transition: Culture and Life Possibilities**

Author/s: Poole, M E et al.

Publisher/ Place/Date: Harcourt Brace Jovanovich, Sydney, 1985

Title: **Australian Multiculturalism: A Documentary History and Critique**

Author/s: Foster, L and Stockley, D

Publisher/ Place/Date: Multilingual Matters, Clevedon, 1988

Overview: This book is a documentary history and critique of the concept and policy of multiculturalism in Australia for the period 1970-1987. The first three chapters explain the theoretical framework within which the documents are located and analysed, sketch the history of Australian immigration, and discuss the history of multicultural policies and practices. Each of the next eight chapters deals with one major theme or institution: education; health and welfare; law; media; work; the church and human rights. These institutions or areas of debate are examined through the use of a number of categories: ethnicity; class and gender; participation and equity; and equality of opportunity. Documents are chosen from a wide range of sources both government and private. A concluding chapter draws together the documentation and analyses the various institutions. The conclusion is reached that neither of Australia's major political parties have prime commitment to multiculturalism and in order to develop, a politically tougher and more institutionally-directed form of action is required.

Title: **Binan Goonj (They Hear But They Don't Listen): Bridging Cultures in Aboriginal Health**

Author/s: Eckermann, A et al.

Publisher/Place/Date: University of New England, 1992

Availability/Cost: University Partnerships, PO Box U199, University of New England, Armidale, NSW, 2351

$22.00 plus postage

Title: **Birth, Death and Marriage in a Multicultural Australia**

Author/s: Hawkes, V et al.

Publisher/Place/Date: Collins Dove, Melbourne, 1988

Overview: This classroom resource book is based on interviews with people from various backgrounds who described beliefs and practices related to birth, death and marriage. A major theme of the book is the adaptation to Australian conditions of various customs. The authors also suggest these customs are mingling with one another. Examples cited include marriages celebrated in two churches and wedding celebrations containing elements of two or more traditions. Each chapter ends with a list of possible classroom activities in which students learn more about a given ceremony.

Title: **Bridging Cultural Barriers for Corporate Success: How To Manage the Multicultural Work Force**

Author/s: Thiederman, S

Publisher/ Place/Date: Lexington Books, Lexington, Canada, 1991

Overview: Section headings are:

- Confronting the Challenge: The First Steps toward Bridging Cultural Barriers
- Language Diversity: Achieving Successful Communication
- A Different Perspective: Bridging the Value Gap
- Etiquette and Style: Respecting the Small Differences
- Motivation Strategies: Achieving Employee Behaviour Change
- Cross-Cultural Management Training: Techniques and Pitfalls

Title: **Bridging Differences: Effective Intergroup Communication**

Author/s: Gudykunst, W B

Publisher/ Place/Date: Sage Publications, USA, 1991

Title: **The Challenge of Diversity: Policy Options for a Multicultural Australia**

Author/s: Jupp, J (ed.)

Publisher/ Place/Date: AGPS, Canberra, 1989

Overview: This book was based on papers prepared for the Office of Multicultural Affairs. Their aim is to raise issues and suggest solutions to problems, rather than to give the detail of government policy. Issues discussed include the problems confronted by immigrants due to language and cultural barriers and how they affect access to education, employment, health, human and legal services.

Title: **Communicating Across Cultures**

Author/s: Goodacre, P and Follers, J

Publisher/ Place/Date: Social Science Press, Wentworth Falls, NSW, 1987

Overview: Verbal and non-verbal communication, and problems in cross-cultural communication are discussed. Exercises are provided to give insight into the nature of culture and to develop cross-cultural communication skills.

Title: Communicating Across Cultures - An ABC of Cultural Awareness

Author/s: Hodge, A

Publisher/Place/Date: Janus Resources, Willoughby, NSW, 1987

Availability/Cost: Alan Hodge, RMB 6138, Taylor Rd, Lisarow, NSW, 2250

$8.50 plus postage

Overview: This book is designed to provide a source of information and cultural insights that can help to improve the communication skills of professionals in a range of occupations. It is aimed primarily at: (1) providers of professional services such as teachers, health professionals, social workers, etc., who daily interact with clients of different cultural and linguistic backgrounds; and (2) migrants with professional skills who are faced with understanding the culture of their new country together with understanding the cultural background of fellow immigrants. Examples of topics include: apologies; culture shock; facial expression; greetings; individualism; politeness; religion; unemployment. Topics are arranged alphabetically under headings designed to allow discussion of common areas of communication breakdown.

* * *

Title: Communicating with Non-English Speaking People

Author/s: MSJ Keys Young Planners P/L

Publisher/Place/Date: Department of Social Security, Sydney, 1989

Title: **Communicating with Strangers: An Approach to Intercultural Communication**

Author/s: Gudykunst, W B and Kim, Y Y

Publisher/ Place/Date: McGraw Hill, New York, 1992 (2 ed.)

Title: **Communication and Cross-Cultural Adaptation: An Integrative Theory**

Author/s: Kim, Y Y

Publisher/ Place/Date: Multilingual Matters Ltd, Avon, England, 1988

Title: **Communication between Cultures**

Author/s: Samovar, L A and Porter, R E

Publisher/ Place/Date: Wadsworth Publications, Belmont, California, 1991

Title: **Counselling Across Cultures**

Author/s: Pedersen, P et al.

Publisher/ Place/Date: University of Hawaii Press, Honolulu, 1989 (3 ed.)

Overview: This book is divided into four parts. Part one is an introduction to the ideas, language, methods and approaches used in cross-cultural counselling. Part two discusses controversial issues like racism which can arise within cross-cultural counselling. Part three presents different models of cross-cultural counselling. Part four looks at measurement and research applications.

* * *

Title: **Cross-Cultural Adaptation: Current Approaches**

Author/s: Kim, Y Y and Gudykunst, W B (eds)

Publisher/ Place/Date: Sage Publications, Newbury Park, California, 1988

Description: International and Intercultural Communication Annual, Series 1

* * *

Title: **The Cross-Cultural Challenge: A Search for Accuracy**

Author/s: Pedersen, P

Publisher/ Place/Date: Syracuse University, NY, 1991

Title:	**Cross-Cultural Communication for Child-Care Centre Staff**
Author/s:	Harris, E and I'anson, C (comps)
Publisher/ Place/Date:	DEVET, Perth, 1992
Description:	Booklet with activities, OHTs
Availability/ Cost:	Mike Jones, Overseas Qualifications Unit, DEVET, 7th Floor, 81 St George's Terrace, Perth, 6000 About $15.00
Overview:	This booklet aims to raise awareness of English speaking background staff to some of the difficulties experienced by non-English speaking background child-care workers when entering the Australian work environment.

Title: **Cross-Cultural Communication in Medical Encounters**

Author/s: Pauwels, A (ed.)

Publisher/ Place/Date: National Centre for Community Languages in the Professions, Monash University, Melbourne, 1991

Availability/ Cost: Centre for Community Languages in the Professions, Menzies Building, Monash University, Clayton, Victoria, 3168

$20.00 (plus $5.00 postage)

Overview: The articles in this book cover language, culture and health care; the role of language in cross-cultural communication; working with professional interpreters; the problems of relying on non-professional interpreters; forms of communication in the medical profession; and language in cross-cultural medical settings. In addition, there is a resource list of material relating to cross-cultural communication and health in Australia.

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Title: **Cross-Cultural Encounters - Communication and Miscommunication**

Author/s: Pride, J (ed.)

Publisher/ Place/Date: River Seine Publications, Melbourne, 1985

Overview: This collection of papers, most of them not previously published, deals with problems of communicative breakdown in cross-cultural encounters in Australia and New Zealand. The editor sought to provide a fresh stimulus for the study of this universal phenomenon, a prime source for the better understanding of differing rules of communication which are followed and accepted in different societies. The target audience is those who are currently working with people from other cultural backgrounds. At the same time, with an eye to the future, the largest body of readers is envisaged as being tertiary level students who wish to deepen their understanding in this regard in such related fields as anthropology, education, English language (English as a second language, English language teaching, etc.), law, linguistics (mainly but not exclusively sociolinguistics), modern languages, psychology, and sociology. The articles cover communication rules in a multicultural society, as well as educational and professional applications of these rules.

Title: **Cross-Cultural Interpersonal Communication**

Author/s: Ting-Toomey, S and Korzenny, F (eds)

Publisher/ Place/Date: Sage Publications, California, 1991

Overview: This is Volume 13 of the *International and Intercultural Communication Annual* (1989). It combines theory, analyses and intergroup studies. Three themes are identified: language and context; language and identity; and communication and culture. Culture itself is not examined in any great depth, even though many different assumptions about it are made. Other topics passed over are non-verbal communication, communication competence and organisational culture.

Title: **Cross-Cultural Issues for Health Professionals in Australia**

Author/s: Saunders, R (ed.)

Publisher/ Place/Date: Sydney College of Advanced Education, Multicultural Centre, Sydney, 1989

Availability/ Cost: Multicultural Centre, University of Sydney, Camperdown, NSW, 2006

Overview: This collection of papers has been issued with the intention of providing study material for students and workers in the health care field. Health care workers need to be aware of the differing needs of people from various cultural backgrounds in terms of what health services are provided and also how they are provided. This book seeks to highlight some of the issues that may confront health care workers in the areas of Aboriginal health care, religion and health care and the role of culture in the provision of health services.

Title:	**Cross-Cultural Management Communication**
Author/s:	Mead, R
Publisher/ Place/Date:	Wiley and Sons, Sydney, 1990

Title:	**Cross-Cultural Perspectives in Nonverbal Communication**
Author/s:	Poyatos, F (ed.)
Publisher/ Place/Date:	Hogrefe, Lewiston, NY, 1988

Title: **Cross-Cultural Research and Methodology Series**

Author/s:

Publisher/ Place/Date: Sage Publications, Beverly Hills, California

Description: This series has nine volumes published between 1984 and 1990.

Overview: Series titles include: Field Methods in Cross-Cultural Research; Intercultural Interactions: A Practical Guide; Health and Cross-Cultural Psychology: Toward Applications; The Cross-Cultural Challenge to Social Psychology; Altered States of Consciousness and Mental Health: A Cross-Cultural Perspective; Sex and Psyche: Gender and Self Viewed Cross-Culturally; Applied Cross-Cultural Psychology; Status Inequality: The Self in Culture; and Mental Health Services: The Cross-Cultural Context.

Title: **Cross-Cultural Understanding**

Author/s: Robinson, G L

Publisher/ Place/Date: Prentice-Hall, NJ, 1988

Overview: A basic introduction to culture and cross-cultural communication focusing on how culture is acquired, how it affects perception and its role in education.

Title: **Crosstalk: An Introduction to Cross-Cultural Communication**

Author/s: Twitchin, J et al.

Publisher/ Place/Date: MOSAIC, BBC Education, London, 1990

Title: **Cultural Communication and Intercultural Contact**

Author/s: Carbaugh, D C

Publisher/ Place/Date: L. Erlbaum Associates, NJ, 1990

Title: **Cultural Orientation: An Approach to Understanding Intercultural Communication**

Author/s: Borden, G A

Publisher/ Place/Date: Prentice Hall, NJ, 1991

Title: **Culture and Interpersonal Communication**

Author/s: Gudykunst, W B et al.

Publisher/Place/Date: Sage Publications, Newbury Park, California, 1988

Description: Sage Series in Interpersonal Communication No. 8

Overview: This book provides a theoretical framework for research in interpersonal communication. Culture is a variable in that research. Explanations are given as to how culture influences situational factors, self conceptions, verbal communication styles, non-verbal dimensions, personality, social cognitive process, affective processes, interpersonal relationships and intergroup relationships.

Title: **The Education and Training of Social and Welfare Workers for a Multicultural Australia**

Author/s: Anagnostou, P and Cox, D

Publisher/Place/Date: Office of Multicultural Affairs, Department of Prime Minister and Cabinet, Canberra, 1988

Availability/Cost: OMA (Phone OMA Hotline (06) 2715641)

Overview: This book is based on the policy options paper for *The National Agenda for a Multicultural Australia.* Policy options for the following are discussed: the implementation and development of curricula responsive to a multicultural society in social and welfare work training; the facilitation of access to social and welfare work training by NESB people; and the provision of services and programs to assist overseas trained people. Strategies to achieve these options are included.

Title: **English Across Cultures, Cultures Across English: A Reader in Cross-Cultural Communication**

Author/s: Garcia, O and Otheguy, R (eds)

Publisher/ Place/Date: Mouton de Gruyter, Berlin, 1989

Overview: The editors collected essays that study relations between people who speak English but don't understand one another because their cultural and conceptual systems have not reached high levels of convergence. The twenty two chapters give observations covering a wide range of communication settings from Britain to the Far East. A particular focus is the danger of a false sense of mutual understanding when people from different cultures communicate in English. Of Australian interest is the study of misunderstandings that arise in the education of indigenous children as a result of differing child rearing practices.

Examples of chapter titles: Some Types of Communicative Strategies Across Cultures: Sense and Sensitivity, by John Platt, pp. 13-29; Invisible Culture in the Classroom: Minority Pupils and the Principle of Adaptation, by Ian Malcolm, pp. 117-135; They Speak English, Don't They? Non-Linguistic Misunderstandings Between White Teachers and Their Aboriginal Students, by Judith Kearins, pp.205-216.

Title: **Face-To-Face: The Cross-Cultural Workbook**

Author/s: Zanger, V V

Publisher/ Place/Date: Newbury House, Cambridge, 1985

Overview: The text covers gestures, non-verbal communication, lessons of proverbs, politeness, family patterns, male/female roles, money, eating, the immigrant experience, youth culture.

Title: **The Health of Immigrant Australia: A Social Perspective**

Author/s: Reid, J and Trompf, P (eds)

Publisher/ Place/Date: Harcourt Brace Jovanovich, Sydney, 1990

Overview: This book focuses on the interaction of culture and health status, the risk of disease and the experience of ill health, and access to and use of health services.

Title: **Intercultural Communication**

Author/s: Sarbaugh, L E

Publisher/ Place/Date: Transaction Books, New Brunswick, 1988

Overview: The differences between inter- and intra-cultural communication is discussed. Communication events can be classified according to different levels of intercultural communication. Case studies are used in the book to demonstrate this. Each chapter includes some exercises on cross-cultural communication.

Title: **Intercultural Communication: A Reader**

Author/s: Samovar, L and Porter, R (eds)

Publisher/ Place/Date: Wadsworth, Belmont, California, 1988, (5 ed.)

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Title:	**Issues of Cross-Cultural Practice**
Author/s:	Clare, M and Jayasuriya, L (eds)
Publisher/ Place/Date:	Department of Social Work and Social Administration, The University of Western Australia, Perth, 1990
Description:	This book is a compilation of Occasional Papers from the Department of Social Work and Social Administration.
Availability/ Cost:	Department of Social Work and Social Administration, The University of Western Australia, Nedlands, WA, 6009 $13.00
Overview:	This volume of papers is an invaluable resource for students, professionals and administrators and all those who need to work with persons from different cultural backgrounds. In addition, there is a discussion of theoretical issues involved in cross-cultural studies and social work practice in a multicultural society. The volume examines in particular the problems involved in interacting with clients from an Asian cultural background.

Title:	**Language Learning and Teaching Styles Within and Across Cultures**
Author/s:	Bickley, V (ed.)
Publisher/ Place/Date:	Hong Kong Education Department, Hong Kong, 1989

Title: **Look Into Our Eyes ... Personal Development and Indochinese Students**

Author/s: Nguyen, N

Publisher/ Place/Date: Care Force Migrant Services Team, Cabramatta, NSW, 1991

Availability/ Cost: Care Force, 36 Cumberland St, Cabramatta, NSW, 2166, ph. (02) 7261500

$10.00 plus $6.00 postage and handling

Overview: The aim of this material is to provide service providers such as teachers, school counsellors and youth workers with some insights into the resettlement needs and problems which are common amongst the newly arrived Indochinese youth. This book is divided into four sections.

In Section 1, the material looks at the Indochinese refugee students' experience back home and in refugee camps which may interfere with their initial resettlement process and even influence their later life.

In Section 2, some of the cultural factors which may affect the students' behaviour and thinking are examined in the context of home, school and society.

Personal development topics such as dealing with stress, self-concept and self-esteem, and parent and teacher expectations are discussed in Section 3 with recommendations on how to make personal development programs more culturally appropriate for Indochinese students.

The last section contains a list of recommended readings with summaries and comments on the contents, and details of how and where the material can be obtained.

Although the material is concerned mainly with Indochinese migrant and refugee students, it could also be used to help others from non-English speaking background such as the Arabic, Chinese or Spanish speaking groups. Most newly arrived youth will experience some problems. These include difficulties in learning English, stress and anxiety during the resettlement period, unrealistic expectations and a feeling of powerlessness at school and in other social situations.

Title: **MAIS Index: Entries from the Multicultural Australia Information System, Volume I, Citations**

Publisher/
Place/Date: AGPS, Canberra, 1990

Title: **MAIS Index: Entries from the Multicultural Australia Information System, Volume II, Author and Subject Indexes**

Publisher/
Place/Date: AGPS, Canberra, 1990

Title: **MAIS Thesaurus: Indexing Terms for the Multicultural Australia Information System**

Author/s: Farkas, L (comp.)

Publisher/ Place/Date: AGPS, Canberra, 1989, for the office of Multicultural Affairs

Overview: This thesaurus was compiled to help users search MAIS more efficiently. It has a hierarchical structure which places each term in context and shows relationships between concepts and employs scope notes and information on broad, narrower and related terms.

Title: **Multicultural Information For Midwives**

Author/s: Dugard, L

Publisher/ Place/Date: ACMI (Australian College of Midwives), Canberra, 1990

Availability/ Cost: ACMI, ACT Branch, PO Box 1918, Canberra, ACT, 2601

$4.00 plus postage

Overview: This book aims to provide general information related to specific cultures that can be used by Australian midwives to assist them to provide culturally sensitive care.

It covers birth practices and traditions of the following general culture groups: Jewish, Muslim, Buddhist, Australian Aborigines and Vietnamese.

Title: **Multicultural Profiles for Adult and Further Education**

Author/s: Perry, W (ed.)

Publisher/Place/Date: Sydney College of Advanced Education, Multicultural Centre, Sydney, 1985

Overview: The information in this volume is split into four sections: teaching in today's classrooms; the myth of the monocultural society; adult education and the community; and information channels. This is a new collection of papers that reflects the change of multiculturalism to mainstream emphasis. Designing and teaching a course for a group of students from diverse cultural backgrounds is a difficult and complex task. Ideally the course should meet the individual needs of all the trainees and take proper account of their previous learning histories. The expectations of students from various countries are discussed with reference to their educational background in their own country.

Title: **Naming Systems for Ethnic Groups**

Author/s: Migrant Services Section, Department of Social Security

Publisher/Place/Date: AGPS, Canberra, 1990

Overview: This language guide is designed for Social Security staff and community workers. It contains information on thirty-seven naming systems. Also included are a condensed guide to ethnic name formats, a section on indexing them, an ethnic name check list for indexers and an index of name examples.

6

Title: **Oriented for Success: A Resource Book for Overseas Student Services**

Author/s: Barker, M (ed.)

Publisher/Place/Date: AGPS, Canberra, 1990 (for AIDAB)

Availability/Cost: Commonwealth Government bookshop

$19.95

Overview: The aim of this book is to assist those planning and running orientation programs for overseas students. It covers the following: a rationale for overseas student services, orientation, and intercultural exercises and resources. The exercises and resources can be used in orientation programs as well as in training programs for staff and students.

Title: **Overseas Students in Australia: Policy and Practice**

Author/s: Williams, B (ed.)

Publisher/Place/Date: IDP, Canberra, 1989

Overview: Chapter headings include: Trends in International Student Mobility, Overseas Students: Costs and Benefits; Overseas Students in Australia: A Profile; Partnerships in International Education; Entry Requirements and the Recognition of Overseas Qualifications; Adjustment to Living and Studying in Australia; Support Services for Overseas Students; Overseas Students and Australian Academics: Learning and Teaching Styles; Curriculum Issues, and Australian Education: Information and Counselling Offshore.

Title:	**Preconceived Ideas: Healthworkers' Resource Book on Migrant Women's Health**
Author/s:	Cox, L
Publisher/ Place/Date:	Family Planning Association of NSW, Sydney, 1986
Overview:	This resource book is based on material gathered in interviews with a range of women from different migrant communities. These interviews were aimed at collecting background cultural profiles about menstruation, pregnancy, abortion, birth, fertility control, sexuality and relationships. The book provides background information on some different cultural attitudes, practices and expectations about reproductive healthcare. It has been written for people studying and working in the areas of health, welfare and education so they may read this information and thus broaden their knowledge and understanding of the possible differing experiences and expectations of their migrant clients. The book includes a chapter on strategies for education about cultural diversity. This chapter is written as a guide for people involved in training health and welfare workers and providing inservice education. The teaching strategies aim to help course participants to examine their own values, together with learning about the experiences of migrant women.

Title: **Preparing Adults for Intercultural Experiences**

Author/s: Shearer, H D

Publisher/ Place/Date: University of Adelaide, Adelaide, 1988

Title: **A Rationale for Intercultural Education**

Author/s: Andreoni, H and Nihas, V

Publisher/ Place/Date: National Advisory and Co-ordinating Committee on Multicultural Education, Canberra, 1986

Overview: Intercultural education is the umbrella which encompasses aspects of intercultural communication, multicultural perspectives, ethnic studies and anti-racism. Its success is dependent on the commitment from educational authorities, the community and the government. Without such commitment, resources and support, Australia is unable to provide relevant education in and for a multicultural society.

Title:	**The Role of Language, Language Learning and Linguistics in Cross-Cultural Communication in the Professions**
Author/s:	Pauwels, A
Publisher/ Place/Date:	National Centre for Community Languages in the Professions, Monash University, Melbourne, 1990
Availability/ Cost:	Centre for Community Languages in the Professions, Menzies Building, Monash University, Clayton, Victoria, 3168 $5.00 plus $1.50 postage.
Overview:	The role of language and linguistic/communicative competence in professional cross-cultural communication is crucial. Communicative differences between languages and cross-cultural communication problems are described. The importance of linguistics in the study of cross-cultural communication is discussed. Cross-cultural sensitivity and competence in professional contexts may be gained through specialist language courses in languages other than English.

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Title:	**Studying and Living in Australia**
Author/s:	Tay, S N and Smith, P J
Publisher/ Place/Date:	Federal Publications, Singapore, 1990

Title:	**Talking it Through: Clarification and Problem Solving in Professional Work**
Author/s:	Willing, K
Publisher/ Place/Date:	National Centre for English Language Training and Research, Macquarie University, Sydney, 1992
Availability/ Cost:	Sales and Marketing, NCELTR, Macquarie University, NSW, 2109
Overview:	This monograph reports the findings of a discourse-based study of goal-directed communication in white-collar professional, multicultural workplaces (occupations such as accountancy, business administration, computer programming and systems analysis, project management). The focus is on task-related problem solving by dyads and small groups. The report examines strategies of clarification, 'repair' and other kinds of discourse-guiding signalling which are characteristically used in the performance of problem-solving communication. It describes also how clarification strategies are deployed in dealing with specifically cross-cultural and other pragmatic communication difficulties as they arise. Extensive discourse samples of native/non-native speaker communication are displayed and analysed, from the perspective of learning and teaching these discourse skills in a second language, and in the development of cross-cultural awareness.

Title: **Teaching Counseling Across Cultures in the Classroom: A Workbook and Teacher's Guide**

Author/s: Pedersen, P B and Hernandez, D

Publisher/Place/Date: Syracuse University, Counselor Education, Syracuse, New York, January, 1992

Title: **Teaching Mathematics in the Multicultural Classroom: A Resource for Teachers and Teacher Educators**

Author/s: MacGregor, M and Moore, R (eds)

Publisher/Place/Date: School of Science and Mathematics Education, Institute of Education, University of Melbourne, 1991

Title: Teaching Students from Non-English Speaking Backgrounds

Author/s: Pimlott, J

Publisher/Place/Date: SA Institute of Technology, Adelaide, 1987

Availability/Cost: Julia Della Flora, Equal Opportunity Unit, University of SA, North Terrace, Adelaide, 5000, ph. (08) 3021848

Free

Overview: This booklet is a response to the growing interest and concerns expressed by staff regarding the teaching of students from non-English speaking backgrounds. It reflects the commitment held by many staff to seek a greater understanding on the problems faced by these students and the need to explore the strategies which may assist them to participate more effectively in our education system.

Title: Theories in Intercultural Communication

Author/s: Kim, Y Y and Gudykunst, W B (eds)

Publisher/Place/Date: Sage Publications, Newbury Park, California, 1988

Overview: Eleven theories relating to intercultural communication are explored. These theories focus on the issues of how individuals communicate in different cultures, how individuals experience intercultural activities, and what the consequences of intercultural experiences are likely to be. Chapter titles include: Intercultural Conflict Styles: A Face-Negotiation Theory; Communication Accommodation in Intercultural Encounters; A Constructivist Theory of Communication and Culture; and, Cultural Identity.

Title:	**When Do You Bow in Australia?**
Author/s:	Clayton, L
Publisher/ Place/Date:	AFS International Exchanges, Sydney, 1990 (2 ed.)
Availability/ Cost:	AFS International Exchanges, Level 4, 418a Elizabeth St, Surrey Hills, NSW, 2010, ph. (008) 023982 $12.00
Overview:	This book provides insights into different cultural practices, the potential breakdowns in communication and the emotions that underscore our cultures.

Title:	**Working Together: How To Become Effective in a Multicultural Organisation**
Author/s:	Simons, G F
Publisher/ Place/Date:	Crisp Publications, USA, 1989

Title: **Young People, Social Justice and Multiculturalism**

Author/s: Guerra, C (comp.)

Publisher/Place/Date: Ethnic Youth Issues Network, Youth Affairs Council of Victoria, Melbourne, 1990

Availability/Cost: Youth Affairs Council of Victoria, Suite 1/250 Gore St, Fitzroy, Victoria, 3065, ph. (03) 4199122

$9.50 plus $1.50 postage

Overview: This package of ideas, information and argument is aimed at assisting more community workers to come to terms with the realities of ethnic diversity; to make a deliberate and positive commitment to multiculturalism and, within a social justice framework, to deliver programs and resources by NESB young people in a way which genuinely accommodates such diversity. Part one discusses young people, social justice and multiculturalism. Part two discusses migration; ethnicity; culture; language and communication; resettlement; prejudice, racism and discrimination; and, assimilation, integration and multiculturalism. Part three covers ethnicity and inequality. Part four consists of practical exercises which will enable community workers to develop their knowledge and skills and so enrich their everyday contact with young people from non-English speaking backgrounds. It is recommended that the material is worked through with people experienced in the issues, and preferably in a group setting.

BOOK CHAPTERS

BOOK CHAPTERS

Title: **Australia as a multicultural society: annotated reference list**

in *Multicultural Profiles for Adult and Further Education*, Perry, W (ed.) pp. 129-147

Author/s: Hodge, A

Publisher/ Place/Date: Sydney College of Advanced Education, Multicultural Centre, Sydney, 1985

Overview: The arrangement of this list is in alphabetical order by the author within each subject category, and includes a small abstract of the monographs. The subject categories listed are: multicultural education; health and welfare; ethnic groups in Australia; national policy; immigration issues; employment; and languages other than English.

Title: **Beyond description to explanation in cross-cultural discourse**

in *Discourse Across Cultures*, Smith, E (ed.), 1987, pp. 22-34

Author/s: Candlin, C

Publisher/ Place/Date: Prentice Hall, NY, 1987

Title: **Beyond grammar: some thoughts on communication rules in our multicultural society**

in *Cross Cultural Encounters: Communication and Miscommunication*, Pride, J B (ed.), pp. 12-23

Author/s: Clyne, M

Publisher/ Place/Date: River Seine, Melbourne, 1985

Overview: Communication rules relate to speech acts, for example requests; politeness and deference; organisation of letters and essays; use of different media, for example telephones; creativity; and openings (who may start a conversation). Many expressions do not translate easily because the above rules override their literal meanings. Australia is a fertile ground for research into relationships between the significance as distinct from the literal meaning of comparable phrases in various languages.

Title: **Communication in the multicultural classroom**

in *Multicultural Profiles For Adult and Further Education*, Perry, W (ed.), pp. 1-13

Author/s: Hughes, J

Publisher/ Place/Date: Sydney College of Advanced Education, Multicultural Centre, Sydney, 1985

Overview: The term multiculturalism is defined and the concept discussed. Teachers are encouraged to study the cultural/ethnic background of their students but are warned of the dangers of stereotyping. Cultural dislocation and the linguistic despair of immigrants are examined. The new spirit of multiculturalism may minimize the separation of the two worlds of the children of immigrants. Strategies for teachers to put into action are mentioned.

Title: **Coping with unfamiliar cultures**

in *Studies In Cross-Cultural Psychology*, Volume 1, Warren, N (ed.), 1988, pp. 121-153

Author/s: Taft, R

Publisher/ Place/Date: Academic Press, London, 1988

Title: **Cross-cultural issues in health care**

in *The Health of Immigrant Australia: A Social Perspective*, Reid, J and Trompf, P (eds), pp. 108-153

Author/s: Parsons, C

Publisher/Place/Date: Harcourt Brace Jovanovich, Sydney, 1990

Overview: This chapter explores the ways in which human health and illness can be viewed in terms of cross-cultural issues. Discussion focuses on cultural notions of the body and mind including cultural views of anatomy, physiology, body image and mental health; the practitioner-client views of sickness and negotiation of therapeutic management; medical systems and community health; and finally, studies of pain and the reporting of signs and symptoms and issues associated with hospitalisation and culture.

Title: **Cross-cultural misunderstandings in education**

in *Cross-Cultural Encounters*, Pride, J (ed.), pp. 65-80

Author/s: Kearns, J

Publisher/ Place/Date: River Seine Publications, Melbourne, 1985

Overview: Educators have rarely studied the skills which non western people bring to western school situations; instead they have concentrated on outcomes. The skills of Australian Aboriginal children relate to their hunter gatherer culture. This gives them special knowledge and special attitudes to knowledge, including emphasis on personal observation and concern about hearsay evidence and generalisations. They have been forewarned about the need to be polite in order to survive in western society. In their own culture the demand for obedience is not regarded highly. Westerners have little knowledge of what Aborigines regard as courteous behaviours.

Title: **Indochinese cross cultural communication and adjustment**

in *Understanding Vietnamese Refugees in Australia*, Nguyen, X T and Cahill, D (eds), pp. 42-64

Author/s: Liem, N D

Publisher/Place/Date: School of Community Studies, Phillip Institute of Technology, Victoria, 1986

Overview: The cross cultural adjustment and communication of Indochinese refugees are explored by reviewing the circumstances under which the refugees came to Australia and the rest of the western world; the effects of their traditions on their adjustment process; the psycho-religious forces that dictate their way of life, thinking and behaviour; and their adjustment patterns. This paper also proposes solutions to eradicate conflict and to promote social harmony and cooperation, especially in the area of cross cultural communication.

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Title: **Indo-Chinese immigrants: cultural characteristics and adaptation in Australia**

in *Australia in Transition: Culture and Life Possibilities,* Poole, M E et al. (eds), pp. 152-158

Author/s: Facer, E A

Publisher/ Place/Date: Harcourt Brace Jovanovich, Sydney, 1985

Overview: Certain features of the situation of the Indochinese - Vietnamese, Laotians and Kampucheans - in Australia have more in common with other refugee groups than other immigrant groups. Various difficulties associated with adaptation to life in Australia will probably persist for some time for the refugees especially in the areas of employment and education. Australians need to be informed of the traditional cultural values of the Indochinese. Those providing national leadership need to be well informed about the communication, and the similarities and differences between the mainstream culture and specific immigrant cultures in so far as these pertain to positive immigrant adaptation in Australia.

Title: **Intercultural communication in health care**

in *Health Care and Immigrants: a Guide for the Helping Professions*, Ferguson, B and Brow, E (eds), pp. 67-80

Author/s: Barker, M

Publisher/Place/Date: MacLennan and Petty, Sydney, 1991

Overview: The writer explains the need for professional helpers to be able to communicate with clients; identifies five barriers to effective intercultural communication; examines ways to lower these barriers; and analyses the use of interpreters in health care. The barriers to intercultural communication are identified as: language, non-verbal communication, perceptions and stereotypes, the tendency to evaluate, and high anxiety. Suggestions for improving intercultural communication are: the assistance of interpreters; slow, clear and non-colloquial speech; normal volume and correct speech; repetition; and questions that allow patients to indicate if they do not understand.

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Title: **Interethnic accommodation: the role of norms**

in *Contexts of Accommodation: Advances in Applied Sociolinguistics*, Giles, G H et al. (eds)

Author/s: Gallois, C and Callan V J

Publisher/Place/Date: Cambridge University Press, Cambridge, 1991

Overview: Attitudes based on accent and perceived rules about communication between Anglo and Italo-Australians are studied as a function of sex, status, context etc.

Title:

The nature of miscommunication in the cross-cultural employment interview

in *Cross-Cultural Encounters*, Pride, J (ed.), pp. 165-175

Author/s: Williams, T

Publisher/ Place/Date: River Seine Publications, Melbourne, 1985

Overview:

Many job interview difficulties for immigrants are not apparent to the interviewer. These include different patterns for presenting data and different definitions of relevance; interpretation of questions (eg 'Can you tell me about your last job?': a question that could reflect on an interviewee's ability to speak English); and unfamiliarity with interview situations. Interviewers need training commensurate with their power over immigrant's employment opportunities.

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Title:

'No man is an iland' (sic): an excursion into commonality in Australia

in *Transition; Culture and Life Possibilities*, Poole, M E et al. (eds), pp. 35-46

Author/s: De Lacey, P R

Publisher/ Place/Date: Harcourt Brace Jovanovich, Sydney, 1985

Overview:

Attention is turned from the more usual focus of examining differences between cultural groups to the complementary consideration: ways in which people are similar. The following points are examined: consequences of cultural relativism; four approaches to human universals; territorial and cultural accommodation and specific universal behaviours.

Title:	**Notes on a method for teaching transcultural nursing** in *Recent Advances In Nursing Issues In Cross-Cultural Nursing*, Morse, J (ed.), 1988
Author/s:	Gunter, L
Publisher/ Place/Date:	Churchill Livingstone, Melbourne, 1988

Title:	**Overseas students and Australian academics: learning and teaching styles** in *Overseas Students in Australia: Policy and Practice*, Williams, B (ed.), pp. 87-98
Author/s:	Ballard, B
Publisher/ Place/Date:	IDP, Canberra, 1989

Title: **A stitch in time: an approach to cross-cultural counselling**

in *Succeeding Against the Odds: the Townsville Aboriginal and Islander Teacher Education Program,* Loos, N and Miller G (eds), pp. 107-113

Author/s: Watson, B

Publisher/Place/Date: Allen and Unwin, Sydney, 1989

Title: **'There is something I don't know': a discussion of the cross-cultural experience: behavioural differences between Australians and Indonesians**

in *Nearest Southern Neighbour: Some Indonesian Views of Australia and Australians,* Zainu'ddin, A T (ed.), pp. 19-30

Author/s: Noesjirwan, J

Publisher/Place/Date: Monash University, Clayton, Victoria, 1986

Title:	**They don't speak an Aboriginal language, or do they? Language use in Aboriginal identity and cross-cultural communication** in *Being Black: Aboriginal Cultures in 'Settled' Australia,* Keen, I (ed.), pp. 97-115
Author/s:	Eades, D
Publisher/ Place/Date:	Aboriginal Studies Press for Australian Institute of Aboriginal Studies, Canberra, 1988

Title:	**We'll just pop you on your back sweetheart: the cultural context of childbirth** in *Cross-Cultural Issues for Health Professionals in Australia*, Saunders, R (ed.), 1989
Author/s:	Schmied, V
Publisher/ Place/Date:	Sydney College of Advanced Education, Multicultural Centre, Sydney, 1989
Availability/ Cost:	Multicultural Centre, University of Sydney, Missenden Road, Camperdown, NSW, 2006

JOURNAL ARTICLES

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Title: **Apologies: Japanese and American styles**

in *International Journal of Intercultural Relations*,
vol. 14, no. 2, 1990, pp. 193-205

Author/s: Barnlund, D C and Yoshioka, M

Overview: This is the third in a series of investigations of the interactional styles of Japanese and Americans. A series of semistructured interviews was used to identify critical cultural variables affecting the forms of apologies in both countries. In so far as possible these were incorporated into a Form of Apology Questionnaire. This instrument, in random and ordered forms, proved to be a highly reliable instrument for assessing such behaviour in the two cultures. Japanese and Americans clearly differed in their manner of coping with social situations in which one person, consciously or unconsciously, harmed another: the Japanese preferring to apologise directly, without explaining their actions, employed a wider range of apologies and adapted more to the status of their partners; the Americans also preferred to apologise directly, but more often offered explanations to justify their acts and adapted their manner of apologising less to the status of their partners. These differences in communicative style appear to reflect deeper cultural dynamics and psychic differences in the structure of the personality in the two countries.

Title:	**Are there guerrillas in your classroom? Cross-cultural reflections on communicative strategies** in *Prospect the Journal of the Adult Migrant Education Program*, vol. 4, no. 2, January 1989, pp. 69-76
Author/s:	Allender, S C
Publisher/ Place/Date:	National Curriculum Resource Centre, Adelaide (now National Centre for English Language Teaching and Research, Macquarie University, Sydney)
Description	In 1989 this journal became *Prospect: A Journal of Australian TESOL.*
Overview:	The theme of this article is that classroom guerrillas could often prove to be students whose culture has provided them with different expectations regarding classroom behaviour by teachers and students. Students communicate quite well in an open and trusting way in groups with similar cultural backgrounds; there is, therefore, no necessary reason why they cannot do so when a teacher is present, if all parties appreciate all the communication rules being applied.

Title: **Attitudes to the gender culture: a comparison of Italian-Australian and Anglo-Australian female tertiary students**

in *Australian Psychologist*, vol. 25, no. 3, November 1990, pp. 282-292

Author/s: Rosenthal, D and Grieve, N

Overview: This study explores similarities and differences in the attitudes of Italian-Australian and Anglo-Australian female tertiary students to a range of issues associated with gender. The two groups were similar in their attitudes to marriage, to the combining of work and family life, and in their levels of ambition. The Italian-Australian students reported a higher level of commitment to their studies and for them these attitudes coexisted with a more traditional attitude to the role of women in society and to motherhood. Those Italian-Australian young women who considered themselves to be highly 'Italian' reported more traditional attitudes over a range of issues. Those less identified with the subculture were closer to the dominant culture in attitudes, but were the least satisfied with the female sex-role.

Title: **Australia and Japan: cross cultural communication problems**

in *Vox*, no. 1, August 1988, pp. 28-32

Author/s: Neustupny, J V

Overview: Australian and Japanese business people agreed they had communication problems. However, neither group was pessimistic about the situation or unduly critical of the other. There were misunderstandings and breaches of etiquette, but nothing more serious. Language education is only part of the answer. We must also understand the other's society and culture, as well as their body language and other unwritten rules of communication.

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Title: **Barriers to communication between Vietnamese and non Vietnamese**

in *Journal of Vietnamese Studies*, vol. 1, no. 4, January 1991, pp. 40-45

Author/s: Nguyen, C

Description: This paper was presented to the Network for Intercultural Communication National Conference, La Trobe University, 1990.

Title:

Beating the 'Blocks': an icebreaker to bring some unspoken rules above sea-level

in *Training and Development in Australia*, vol. 17, no. 3, September 1990, pp. 39-40

Author/s:

Orton, T

Overview:

'Blocks' is a tool for eliciting training group members' apprehensions about the activity they are about to enter. It focuses on expectations which will (in their view!) constrain their participation in the activity. These, typically, are concerns about the likely attitudes and behaviour of others in the group towards them, with themes of minority difference, power hierarchy, influence of external events/concerns and the like prominent in participant contributions.

A 'Blocks' exercise also serves to legitimate practical Equal Opportunity principles in the process of training. In addition, it provides markers for the group to measure its own gains in process competence during the training experience, in terms of issues it perceived to be important from the start. And, finally it contributes to setting the climate for participation by inviting members to identify the conditions under which it can occur for them now.

Title:

Bridging gaps: cross-cultural training in teacher education

in *Journal of Teacher Education*, vol. 37, no. 6, 1986, pp. 51-54

Author/s:

Cushner, K and Brislin, R

Title: **'But I do care!' Communication difficulties affecting the quality of care delivered to Aborigines**

in *The Medical Journal of Australia*, vol. 144, June 23, 1986, pp. 3-5

Author/s: Mobbs, R

Description: This article is a special supplement on Aboriginal health.

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Title: **The communication process as a critical intervention for client change in cross-cultural counseling**

in *Journal of Multicultural Counseling and Development*, vol. 18, no.4, October 1990, pp.163-171

Author/s: Westwood, M J and Ishiyama, F I

Overview This article aims to develop understanding of strategies to employ in order to overcome obstacles in cross-cultural communication. It includes practical suggestions and provides a culturally embedded model for understanding communication.

Title: **Conceptual framework for the development and evaluation of cross-cultural orientation programs**

in *International Journal of Intercultural Relations,* vol. 10, no. 2, 1986, pp. 197-213

Author/s: Albert, R D

Overview: This article describes factors which have hampered the development of effective cross-cultural orientation programs and discusses nine fundamental issues which orientation efforts ought to address: the role of expectation in coping with stressful situations, the selectivity of perception, cultural differences in behaviour, the role of attributions, the centrality of values, the importance of social factors and context, erroneous assumptions about other cultures, the importance of social support, and the issue of effectiveness of the cross-cultural orientation program. The paper then describes the intercultural sensitiser or culture assimilator as a method for cross-cultural orientation and discusses how the intercultural sensitiser addresses these issues.

Title: **Contributions to cross-cultural psychology: an introduction**

in *Australian Journal of Psychology,* vol. 38, December 1986, pp. 195-202

Author/s: Mann, L

Overview: This is an introductory article to a special journal issue on cross-cultural psychology in which Australian and overseas researchers were invited to contribute. Defining the field as a systematic study of behaviour and experience as it occurs in different cultures the author reviews the papers presented which span cognitive processes, social cognition, values, beliefs and motives, rule-governed behaviour, psychopathology, cultural contact, racial and ethnic identity, and methodological issues.

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Title: **Conversational styles and intercultural communication: an example from northern Australia**

in *Australian Journal of Communication*, vol. 18, no. 1, 1991, pp. 1-12

Author/s: Walsh, M

Overview: This piece was partly triggered by a brief visit of the rock band Midnight Oil to a remote community in northern Australia. Before the concert, members of the band tried to strike up a converstion with some of this predominantly Aboriginal community. That they fared so badly, despite plenty of good will on both sides, puzzled me and prompted me to consider whether the differences in conversational style could be identified. As I developed a theory to account for differences in conversational style it became apparent that the theory also had implications for the range of new communication channels (radio, TV, telephones etc.) and new communication situations (legal proceedings, schools, hospitals etc.) which Aboriginal communities must now deal with.

Title: **Coping with unfamiliar cultures: adjustment or culture learning?**

in *Australian Journal of Psychology*, vol. 38, no. 3, December 1986, pp. 347-358

Author/s: Bochner, S

Overview:

Persons exposed to novel and unfamiliar cultural environments include migrants, foreign students, refugees, tourists, business persons, international guest workers. Coping with unfamiliar cultures has been regarded in the literature as a matter of adjusting the 'culture travellers' to their new cultures, within a clinical framework based on the assumption that sojourning in foreign places causes 'culture shock'. The adjustment model is rejected on the grounds that exposure to a second culture is essentially a learning process, in particular acquiring the social skills of the new culture. Emphasising intra-psychic determinants of behaviour stigmatises those experiencing difficulties in 'adjusting'. A culture learning formulation avoids implications of relative culture superiority, assimilation, and culture erosion inherent in the concept of adjustment. The culture learning model also has specific implications for the design, implementation and evaluation of culture training programs, particularly those whose aims is to produce mediating persons. Finally, the distinction between adjustment and culture learning has theoretical, socio-political and practical consequences for the development of multicultural societies.

Title: **A critical analysis of transcultural theory**

in *The Australian Journal of Advanced Nursing*, vol. 5, no. 3, 1988, pp. 26-32

Author/s: Bruni, N

Overview: As an emerging subdiscipline, transcultural nursing merits appraisal. This paper presents a critique of the perspective articulated by Leininger and her followers. The concept of culture and the theoretical framework within which it is located are examined. It is argued that Leininger's perspective is deterministic, lacks explanatory rigor and omits pertinent structural factors from analysis. In its application such an approach will not necessarily promote delivery of appropriate and effective care but may compound the very problem it purports to address. The limitations of transcultural theory highlight the need for nursing to evaluate any proposed innovation. We can learn from other disciplines such as anthropology, but we must do so critically.

Title: **Cross-cultural communication curriculum for teacher education**

in *VATME Newsletter,* no. 17, October 1990, pp. 14-15

Author/s: Donohoue Clyne, I and Wilson, N

Description: This article is a review of a conference paper.

Overview: This was a conference paper presented at the 1990 Annual Conference of the Association of Teacher Education in Europe. The National Priority Reserve Fund mounted a project to develop an inservice course for teachers on cross-cultural communication and understanding. The project team would collect ideas from, and test them on, nominated teachers from schools with ethnically diverse populations. The article outlines the team's initial thoughts on the teaching strategies and parent participation.

Title: **Cross-cultural communication in the professions**

special issue of *Australian Review of Applied Linguistics,* Series S, no. 7, 1990

Author/s: Pauwels, A (ed.)

Description: Special journal issue

Title: **A cross-cultural study of the implementation of microcomputers into schools**

in *Australian Journal of Educational Technology*, vol. 5, no. 1, Winter 1989, pp. 1-13

Author/s: Fleer, M

Title: **Cross-cultural training effectiveness: a review and a theoretical framework for future research**

in *Academy of Management Review*, vol. 15, no. 1, 1990, pp. 113- 136

Author/s: Black, J S and Mendenhall, M

Title: **Cultural differences in teaching and learning**

in *International Journal of Intercultural Relations*, vol. 10, no. 3, pp. 301-319

Author/s: Hofstede, G

Overview: Teacher and student are an archetypal role pair in virtually any society. When teacher and student come from different cultures, such as in the context of economic development programmes, many perplexities can arise. These can be due to different social positions of teachers and students in the two societies, to differences in the relevance of the curriculum for the two societies, to differences in profiles of cognitive abilities between the populations of the two societies, or to differences in expected teacher/student and student/student interaction. This paper focuses in particular on these interaction differences. It relates them to the author's 4-D model of cultural differences among societies, based on research on work-related values in over 50 countries. Differences in expected teacher/student and student/student interaction are listed with reference to the four dimensions of Individualism versus Collectivism, large versus small Power Distance, strong versus weak Uncertainty Avoidance, and Masculinity versus Femininity. Some effects of language differences between teacher and student are also discussed. The burden of adaptation in cross-cultural learning situations should be primarily on the teachers.

Title:

Culture and scotosis: intercultural concerns in organisational communication

in *Australian Journal of Communication*, no. 15, July, 1989, pp. 52-61

Author/s: Durham, M

Overview:

'Reality is constituted in organised contexts through two vehicles, culture and communication' (Davenport-Sypher et al., 1985, p. 17). Communication educators, no matter what subjects they specialise in, are by this definition inevitably involved in cultural education. When that emphasis is extended to other cultures, however, we may too often ignore or marginalise intercultural issues, even in those communication subjects as inextricably tied to cultural awareness as social interaction. In this paper, the particular concern is with the organisational communication subject, as its aim is usually to increase students' awareness of communication variables and preferred communication skills and styles within organisations. This paper explores why absence of intercultural study in this subject is a concern, considers reasons for this problem, and suggests ways to increase intercultural content, using as examples key topics relating to organisations, eg conflict management and communication technology.

Title: **A culture general assimilator: preparation for various types of sojourns**

in *International Journal of Intercultural Relations*, vol. 10, no. 2, 1986, pp. 215-234

Author/s: Brislin, R W

Overview: A set of training materials has been developed which can form the basis of various cross-cultural orientation programs. The materials can be used no matter what people's role in other countries (eg., businessperson, foreign students, diplomats) or their country of assignment. Further, the materials can be used with people who have extensive interaction with members of minority groups within their own country, such as cross-cultural counsellors or social workers who interact frequently with refugees and immigrants. Since the materials are based on 100 critical incidents and presented in a manner similar to existing culture assimilators, the newly developed set of materials is called a 'culture general assimilator.' The materials are based on the assumption that there are commonalities, or similar personal experiences, when people live and work in cultures other than their own. These shared experiences, sometimes negative and sometimes positive, form the basis of the phenomenon known as culture shock, as well as opportunities for learning and personal development frequently reported by sojourners. The commonalities form the basis of the 100 critical incidents, which include such concepts as anxiety, disconfirmed expectancies, the ingroup - outgroup distinction, confrontation with one's prejudices, and attributions about the behaviour of others. The 100 incidents were derived from conclusions about cross-cultural experiences found in the published literature, the experiences of the four people involved in the materials development, and from interviews with colleagues. The methods of developing the assimilator are reviewed, including the step during which 60 people with extensive cross-cultural experiences validated the incidents. Sample incidents are presented, and suggestions are made for use of the materials in culture-specific training programs, undergraduate college classes, professionals who work with a multicultural clientele, and study abroad participants returning to their home country.

Title:

A developmental approach to training for intercultural sensitivity

in *International Journal of Intercultural Relations,* vol. 10, no. 2, 1986, pp. 179-196

Author/s: Bennett, M J

Overview:

The development of intercultural sensitivity demands attention to the subjective experience of the learner. The key to such sensitivity and related skills in intercultural communication is the way in which learners construe cultural difference. This article suggests a continuum of stages of personal growth that allows trainers to diagnose the level of sensitivity of individuals and groups and to sequence material according to a developmental plan. The developmental continuum moves from ethnocentrism to ethnorelativism. Earlier stages of the continuum define the parochial denial of difference, the evaluative defense against difference, and the universalist potion of minimisation of difference. Later stages define the acceptance of difference, adaptation to difference, and the integration of difference into one's world view. The stages of development are illustrated with typical statements and behaviours of learners that can be used to diagnose levels of sensitivity, and strategies to facilitate movement from each stage to the next are suggested. Special attention is given to questions of ethics and credibility that often arise in intercultural training situations.

Title: **Discourse analysis and intercultural communication**

in *Australian Journal of Communication*, vol. 18, no. 1, 1991, pp. 13-29

Author/s: McGregor, W B

Title: **Do we assume too much? Measuring the cross-cultural appropriacy of our teaching aids**

in *Prospect: A Journal of Australia TESOL*, vol. 6, no. 2, 1991, pp. 25-41

Author/s: Achren, L

Overview: This article encourages teachers to examine classroom activities and materials in terms of the amount of abstraction involved and the types of skills and concepts demanded of NESB students. It covers types of activities that prove difficult for students with minimal formal education; a test developed to identify the difficulties of NESB learners with minimal education; the difference in approach to learning between learners with high and low education levels; how long it takes to overcome the education disadvantage; and some strategies to overcome the educational disadvantage.

Title: **Enhancing client-validating communication: helping discouraged clients in cross-cultural adjustment**

in *Journal of Multicultural Counseling and Development*, vol. 20, no. 2, April 1992, pp.50-63

Author/s: Ishiyama, F I and Westwood, M J

Overview: This article aims to develop understanding of the self validation model. It discusses self validation themes and the helper's significance, client validation in counselling, and enhancing culturally suitable competencies.

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Title: **The ethnic elderly: communication, language and understanding**

in *Australian Journal on Ageing*, vol. 4, August, 1985, pp. 15-18

Author/s: Dolk, T

Overview: This article looks at the particular needs and problems of the ethnic elderly, those caused mostly by language barriers, communication difficulties and culture differences. Services provided for the aged are frequently underused by the ethnic aged for cultural and communication reasons. Provision of funding for community based activities and organisations is seen as one way of providing more effective care as well as countering isolation and inactivity.

Title: **The evolution of multiculturalism and developments in in-service cross-cultural training**

in *Australian Journal of Communication*, vol. 18, no. 1, 1991, pp. 67-79

Author/s: Bullivant, B

Title: **Four traditional approaches to developing cross-cultural preparedness in adults: education, training, orientation and briefing**

in *International Journal of Intercultural Relations*, vol. 11, no. 1, 1987, pp. 89-104

Author/s: Kohls, L R

Overview: The author defines the terms education, training, orientation, and briefing much more precisely than is usually done. In this way each of the four learning modes is discovered to have its own distinctive strengths and shortcomings. Once these differences are clearly understood, the designer of the learning experience should be encouraged to combine the four modes creatively and effectively. The author then indicates which aspects of conventional intercultural content seem to fit most naturally within the parameters of each of the four modes under discussion. Finally, a brief description of an existing cross-cultural program presented in each of the four approaches is provided.

Title: **Health professionals' perceptions of communication difficulties in cross-cultural contexts**

in *Australian Review of Applied Linguistics*, Series S, no. 7, 1990, pp. 93-111

Author/s: Pauwels, A

Title: **Independent effectiveness: a reconsideration of cross-cultural orientation and training**

in *International Journal of Intercultural Relations*, vol. 10, no. 2, 1986, pp. 159-178

Author/s: McCaffery, J A

Overview: Despite the good intentions, high energy and unquestionable commitment of most people in the field, cross-cultural orientation and training programs are all too often ineffective because of unintended outcomes. There is a need for a new model, one which will move people toward developing/enhancing the skills they need to become independently effective cross-cultural sojourners. In order to achieve this aim, training and orientation programs must focus on 'learning how to learn' rather than on learning a particular fact or set of information. The skill training, described in this article, allows sojourners to develop the means to deal with new situations after the program has ended. It grows out of rigorous experiential training methodology that is in turn based on sound principles of adult education. Rather than leading people toward conclusions ('Don't you think that ...?') or telling participants what they will learn from living abroad, this model requires of trainers an unusually disciplined combination of study, feedback and indepth knowledge of the educational process.

Title: **Intercultural and intrapersonal processes and factors of misunderstanding: implications for multicultural training**

in *International Journal of Intercultural Relations*, vol. 13, no. 4, 1989, pp. 465-484

Author/s: Schneller, R

Overview: Success in intercultural communication depends on understanding each other's communication. Nonverbal communication is often very important, especially where similar gestures have different meanings. The writer distinguishes between correct understanding and fluency of communication. He develops a culture general technique for training people to be less certain they understand another, in the interests of promoting greater fluency in communication and an overall increase in the quality of communication.

Title: **Intercultural communication**

special issue of *Australian Journal of Communication*, vol. 18, no. 1, 1991

Author/s: Putnis, P (guest ed.)

Description: Special journal issue

Title: **Issues in cross-cultural counselling**

in *Education Australia,* issue no. 11, 1990, pp. 14-15

Author/s: Khoo, C

Overview: This article examines the issue of dominant and minority cultures in counselling, looking at new strategies to move away from counsellor centred to client centred approaches.

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Title: **Issues in multicultural education: pre-service teacher education**

in *South Pacific Journal of Teacher Education,*
vol. 15, no. 1, April 1987, pp. 11-28

Author/s: Foster, L

BEST COPY AVAILABLE

Title: **The 'learning how to learn' approach to cross-cultural orientation**

in *International Journal of Intercultural Relations*, vol. 10, no. 4, 1986, pp. 495-505

Author/s: Hughes-Wiener, G

Overview: Since no amount of specific cultural information can prepare sojourners for every eventuality, orientation participants would benefit from 'learning how to learn' about intercultural interaction. This paper discusses how to set goals, design curricula, and organise instruction for orientation programs wishing to teach participants to 'learn how to learn'. An adaptation of Kolb's 'Learning Cycle' is suggested as a format to assist program planning.

Title: **Learning problems of overseas students: two sides of a story**

in *Higher Education Research and Development*, vol. 6, no. 2, 1987, pp. 121-133

Author/s: Samuelowicz, K

Title: **Managing intercultural effectiveness**

in *Australian Journal of Communication*, vol. 18, no. 1, 1991, pp. 52-66

Author/s: Fontaine, G

Title:

Modes of cross-cultural training: conceptualising cross-cultural training as education

in *International Journal of Intercultural Relations*, vol. 10, no. 2, 1986, pp. 117-134

Author/s: Bennett, J M

Overview:

The purpose of this paper is to provide a framework for examining existing intercultural communication training models and to present a multidimensional approach for educating sojourners for experiential learning. The paper differentiates among orientation, training and education by mapping the goals, the content, and the process approaches used in each. The Intercultural Programming Grid which emerges from this differentiation examines five major programming models based on three aspects which distinguish one model from another: the nature of the goals (cognitive, affective, behavioural), the nature of the content (culture general or culture specific), and the nature of the process (experiential or intellectual). The strengths and limitations of each model are discussed. A multidimensional model is proposed which integrates all the dimensions with the experiential learning cycle.

Title:

Multiculturalism as a fourth force in counseling

special issue of *Journal of Counseling and Development*, vol. 70, no. 1, September/October 1991

Description: Special journal issue

Title: **Nursing: a culturally diverse profession in a monocultural health system**

in *The Australian Journal of Advanced Nursing*, vol. 8, no. 1, 1990, pp. 30-38

Author/s: Pittman, L and Rogers, T

Title: **The OMA survey on issues in multicultural Australia**

in *Australian Quarterly*, vol. 62, no. 3, Spring, 1990, pp. 227- 292

Author/s: Foster, L and Seitz, A

Overview: Attitudes to multiculturalism have received limited systematic attention from sporadic newspaper polls. Government policy on multiculturalism has been developed and pursued in spite of many negative attitudes evidenced in projects including an unpublished 1981 Victorian Ethnic Affairs Commission survey on ethnic relations/racism. Government commitment to multiculturalism culminated in the creation of the Office of Multicultural Affairs (OMA) and subsequently in the launch of the National Agenda for a Multicultural Australia in July 1989. In 1989, OMA conducted a study: *Survey of attitudes, perceptions and experiences of multiculturalism.* While the data of this study have been released, as yet there is no official report of the findings of the survey. This paper critically examines certain aspects of the survey data and discusses their relationship to the National Agenda for a Multicultural Australia.

Title: **Planning and evaluation of cross-cultural health education activities**

in *Journal of Advanced Nursing*, no. 12, 1987, pp. 159-165

Author/s: Nolde, T and Smillie, C

Overview: This paper was written to assist health professionals who are planning to undertake health education activities with people of a different culture. The focus is on the educative function of health promotion. A short summary of relevant learning theory is presented. Some obstacles (pitfalls) encountered in cross-cultural transfer of information, knowledge and skills are presented and the effects of this learning process on the learner and teacher are explored. Examples of possible conflict situations drawn from the author's experiences and research are presented. Variables which influence planning and implementation of health education in cross-cultural settings are examined. A cyclical model which identifies critical questions to be asked and decisions to be made in a four-phased process of assessment, planning, implementation and evaluation is described for the use of health educators in transcultural settings. The need for systematic cultural assessment prior to planning is stressed to ensure relevancy, acceptance and positive outcome of programmes. Co-operative efforts of health educators with existing systems and traditional teachers and involvement of clients during all phases of the decision making process are suggested.

Title: **The search for a paradigm to inform cross-cultural classroom research**

in *Australian Journal of Education*, vol. 31, no. 2, August 1987, pp. 99-128

Author/s: Osborne, B

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Title: **Simulating culture shock in counselor trainees: an experiential exercise for cross-cultural training**

in *Journal of Counseling and Development*, vol. 66, 1988, pp. 242-245

Author/s: Merta, R J et al.

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Title: **Sources of cross-cultural misunderstanding: why Poles have difficulty communicating with Westerners**

in *Quadrant*, vol. 35, nos. 7-8, July/August 1991, pp. 46-48

Author/s: Krygier, M

Title: **Theories and methods in cross-cultural orientation**

special issue of *International Journal of Intercultural Relations*, vol. 10, no. 2, 1986

Author/s: Martin, J N (guest ed.)

Publisher/ Place/Date: Pergamon Press, USA, 1986

Description: Special journal issue

Title: **Thinking through intercultural training assumptions: in the aftermath**

in *International Journal of Intercultural Relations*, vol. 14, no. 1, 1990, pp. 1-6

Author/s: Starosta, W J

Overview: A trainer voluntarily assumes certain responsibilities when he or she accepts an assignment to modify the attitudes or the behaviours of a client. The trainer explicitly enters into a bond to make the trainee a more flexible or healthier person following training than before. She or he promises to safeguard the mental well-being of the trainee and to guide the trainee safely through any anxieties that are aroused as a by-product of the training technique that is chosen. In those cases where an emotionally intense technique such as psychodrama is chosen as the training modality, the risks faced from emotions that are improperly debriefed may offset the possible gains of the technique, except in the hands of an extremely skilled and ethical practitioner. The expertise and the professionalism of the trainer are often the only safety net to protect a client from lasting emotional damage.

Title: **Towards understanding: Indo-Chinese refugee and migrant children in Australia**

in *Australian Journal of Early Childhood*, vol. 11, August 1986, pp. 8-12

Author/s: Le, M

Overview: This article provides a thought provoking insight into the plight of Indo-Chinese refugee children now living in Australia. It forces one to re-examine fundamental, taken for granted notions of early childhood. The author focuses on the experiences of children born in Indo-China or in refugee camps and describes the effects of these experiences on these children.

Title: **Trainer competencies: the missing conceptual link in orientation**

in *International Journal of Intercultural Relations*, vol. 10, no. 2, 1986, pp. 135-158

Author/s: Paige, R M

Overview: This article presents a conceptualisation of trainer competencies hypothesised by the author to be associated with effective cross- cultural orientation, training, and education. Whereas the literature on cross-cultural training has become increasingly well-informed and sophisticated (especially with respect to pedagogy, design, and administration), much less attention has been given to the competencies that characterise the effective cross-cultural trainer. By providing a conceptual framework that articulates specific cognitive (knowledge) foundations, behavioural (performance) competencies, and personal attributes, this article attempts to fill a gap in the literature. The central ethical issues facing trainers are also identified so that cross-cultural orientation can be viewed in its moral as well as pragmatic contexts. The article focuses on trainer competencies in three categories: the cognitive domain (knowledge), the behavioural domain (performance), and the personal domain (individual attributes). The article concludes with some reflections on the training of trainers, an issue of contemporary significance for this field.

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Title:

Training issues in cross-cultural orientation

in *International Journal of Intercultural Relations*,
vol. 10, no. 2, 1986, pp. 103-116

Author/s: Martin, J N

Overview: In this article the author presents an overview of the subsequent articles in this special issue. The articles were originally presented as papers at a seminar held in Minneapolis in November 1984: *Cross-Cultural Orientation: Theories, Practices, Problems and Solutions*. The author first reviews each article, highlighting the major contribution of each author and then identifies common themes that emerge in the papers. Finally, she presents several areas that need to be addressed by researchers and practitioners in conceptualising, designing, and implementing cross-cultural orientation training.

Title: **Training workers from a non-English speaking background**

in *Training and Development in Australia*, vol. 17, no. 4, December 1990, pp.25-32

Author/s: Murphy, C

Overview: This article deals with the reasons why it is important to deal with language problems in the workplace, problems faced by workers with poor English and what a trainer can do. It also has a look at the efforts three Victorian motor vehicle companies are making in addressing the needs of their NESB workers and to show some of the strategies they have adopted in the process.

Title: **Traits, attitudes and skills that are related to intercultural effectiveness and their implications for cross-cultural training: a review of literature**

in *International Journal of Intercultural Relations,* vol. 14, no. 1, 1990, pp. 89-111

Author/s: Hannigan, T P

Overview: The writer looked for literature dealing with such matters as adjustment, adaption, acculturation, assimilation and effectiveness. He summarises findings on skills, attitudes and traits related to intercultural effectiveness. These include ability to communicate; ability to establish and maintain relationships; interaction management; orientation to knowledge; world view; cultural empathy; linguistic ability; flexibility; a realistic view of the target culture; and organisation skills. Factors with a negative correlation are also discussed. Flaws and untapped fields in the research are also identified.

Title: **Transcultural nursing: challenge to challenge**

in *The Australian Journal of Advanced Nursing*, vol. 5, no. 3, 1988, pp. 4-11

Author/s: Kanitsaki, O

Overview: Australia's mainstream health and educational institutions all reflect the dominant Anglo-Australian culture. Their structure and function are both ethnocentric and ethnospecific in nature and quite incompatible with the broad needs of Australia's essentially multicultural society. The nursing profession has stringent responsibilities toward the community and if it is to deliver holistic and individualistic care it must take fully into account the cultural differences of the people it supposedly serves. If nurses are to give culturally relevant care they must have at least a working knowledge of fundamental terms and concepts which are critical to understanding the world views of culturally different people. This article attempts to analyse the essence of cross-cultural differences and the potential for value conflict in health care contexts. It also discusses a variety of ways in which nurses could be better prepared to adopt a transcultural approach to nursing practice.

Title: **Understanding Vietnamese students: a focus on their passive attitude**

in *Journal of Vietnamese Studies*, vol. 1, January, 1988, pp. 19- 25

Author/s: Thu, N

Title: **White teacher, black learner: the influence of cross-cultural context on teaching practice**

in *Australian Journal of Adult Education*, vol. 26, no. 3, November 1986, pp. 29-32

Author/s: Bell, H

Overview: Teaching in a cross-cultural context requires the use of culturally appropriate communication skills, an awareness of what is relevant in the culture of the learners and a teaching style that accommodates the adult students' learning style. This paper explores some of the factors pertinent to the cross-cultural teaching context.

Title: **Why they rarely say thank you**

in *Journal of Vietnamese Studies,* vol. 1, no. 3, January 1990, pp. 42-44

Author/s: Nguyen, P L

Overview: Vietnamese express gratitude in nonverbal ways and are embarrassed when someone verbally expresses appreciation. Socially acceptable replies vary with the degree of relationship. An elder or superior might be thanked and given a nonverbal sign of respect. A family member might receive a sign of appreciation and an indirect comment (such as 'you have given me too much, father'). Others might receive either the sign or the indirect comment. Vietnamese children are being taught in Australian schools to say 'thank you', in opposition to their parents' values. They see the phrase as being inappropriate to the situation, since both the gratitude and its cause should be heartfelt and therefore conveyed in ways that are not formal. Expecting a formal phrase of gratitude is as inappropriate as giving it. Speaking like a parrot implies, to a Vietnamese, that the speaker has no inner riches.

CONFERENCE PROCEEDINGS

CONFERENCE PROCEEDINGS

Title:	**Cross-Cultural Communication and Professional Education**
Author/s:	Hedrick, C and Holton, R (eds)
Publisher/ Place/Date:	Centre for Multicultural Studies, Flinders University of SA, Adelaide, 1990
Availability/ Cost:	Centre for Multicultural Studies, The Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $25.00 (includes postage)
Overview:	The transition to a multicultural society has raised as major issues not only the delivery of professional services to a culturally diverse community but also the participation in, and influence on, educational and professional practice by cultural minorities. This conference deliberated on these and related issues. The proceedings contain keynote speeches and workshop presentations.

Title: **'Getting Through' - Teaching Students from Non-English Speaking Backgrounds, Proceedings of the Workshop held 19 April, 1990, Summary of Presentations and Strategies**

Author/s: Crowe, G and Hart, B

Publisher/ Place/Date: Language and Learning Unit, University of SA, Adelaide, 1991

Description: Summary of conference proceedings

Availability/ Cost: Julia Della Flora, Equal Opportunity Unit, University of SA, North Terrace, Adelaide, 5000, ph. (08) 3021848

Free

Overview: The 1990 enrolment statistics indicate that more than 20% of students from the University of South Australia speak a language other than English at home. This figure includes both permanent residents of Australia from a non-English speaking background and overseas students who are in Australia temporarily for study purposes.

A workshop was held in April, 1990 to address the concerns of staff in teaching students from different cultures. It was presented by Brigid Ballard, Senior Academic Counsellor, Study Skills Centre, Australian National University. She is an acknowledged expert in the fields of teaching students from a wide range of cultures, and student learning at tertiary level.

This booklet is a summary of the workshop sessions and aims to enhance the teaching/learning environment in a multicultural context.

Title: **Learning My Way: Papers for the National Conference on Adult Aboriginal Learning**

Author/s: Harvey, B and McGinty, S (comps)

Publisher/ Place/Date: Western Australian College of Advanced Education, Perth, 1988

Title: **National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities**

Author/s: Hedrick, C (ed.)

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: The aim of the conference was to further the establishment of the principles and practices of professional cross-cultural staff development across the sectors of tertiary education, industry, commerce and government. The conference papers provide a wide-ranging view of professional cross-cultural staff development across each of the targeted sectors, covering theory, practice, implementation and policy and include both in-service and pre-service development. Presenters included private consultants, academics and representatives from government and industry.

Title:	**National Conference/Workshop on Cross-Cultural Curriculum in TAFE and Police Academies**
Author/s:	Martens, E (ed.)
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, October 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $15.00
Overview:	The conference was an exercise in intercultural communication and cross-cultural consciousness-raising. It was also a sociological study of group behaviour, institutional process and the effects of governmental decision-making. The keynote addresses were intended to provide knowledge and debate in the area of cross-cultural curriculum and training, Aboriginal educational needs, knowledge about Aboriginal issues for TAFE and Police teachers and students, the needs of multicultural and multi-ethnic groups, and the specific needs of Police and TAFE teachers and trainers.

Title:	**Proceedings of Intercultural Communications Skills Conference**
Publisher/ Place/Date:	Migrant Resource Centre Townsville Ltd, 1990
Description:	This conference was held at James Cook University, Townsville in 1990.
Availability/ Cost:	Migrant Resource Centre, PO Box 1858, Townsville, 4810, ph. (077) 724800 $10.00

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Title:	**Proceedings of the Conference on Cross-Cultural Communication in the Health Professions**
Author/s:	Pauwels, A (ed.)
Publisher/ Place/Date:	National Centre for Community Languages in the Professions, Monash University, Melbourne, 1990

Title:	**Proceedings of the Third National Conference of the Network for Intercultural Communication**
Author/s:	Network for Intercultural Communication Conference Co-ordinating Committee SA
Publisher/ Place/Date:	Network for Intercultural Communication, Adelaide, 1988
Overview:	The conference had four keynote speakers: Bill Cope spoke on 'Communication in a Pluralist World'; Alan Hodge spoke on 'Intercultural Communication: A Retrospective'; Ilona Lee spoke on cross-cultural training exercises; and Professor Robert J Holton delivered the closing address. In addition Tina Kararastasis outlined OMA initiatives for 1990.

INDIVIDUAL CONFERENCE PAPERS

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Title: **Aboriginal education for non-Aboriginal teachers: remote schools teaching practice**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 204-210

Author/s: Parington, G Dr

Publisher/Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990

Availability/Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: In the 1988-89 financial year the WA College received a grant from the Multicultural and Cross-Cultural Supplementation Programme to conduct teaching practices in remote Aboriginal schools. The specific objectives of the programme were to:

- assess the usefulness of practice teaching in rural schools with Aboriginal students
- assess student teachers' ability to apply course learnings in an Aboriginal education context, and
- produce a video programme of the operation of the project for evaluation and future planning.

Title: **Asian students' approaches to learning: implications for teaching overseas students**

in *Proceedings of the Eighth Australasian Learning and Language Conference*, 11-13th July, 1990

Author/s: Biggs, J

Title: **Communication in a pluralist world: the problem of reading culture**

in *Proceedings of the Third National Conference of the Network for Intercultural Communication*, Network for Intercultural Communication, Adelaide, 1988, pp. 11-16

Author/s: Cope, B

Availability/ Cost: See Organisations Section of this guide which lists Network for Intercultural Communication conveners.

Overview: The paper seeks to analyse the context of intercultural communication. It proceeds in four stages. First, it takes the 'immigration debate' as an example of one way to read another culture. Second, it reviews the swing from assimilation to multiculturalism. Third, it analyses fundamental terms, for example culture and racism. Fourth, it applies the analysis developed in the paper to the present day situation.

Title: **Community language skills for health professionals**

in *Proceedings of the Conference on Cross-Cultural Communication in the Health Professions*, Pauwels, A (ed.), pp. 101-107

Author/s: Pauwels, A

Publisher/Place/Date: National Centre for Community Languages in the Professions, Monash University, Melbourne, 1990

Availability/Cost: National Centre for Community Languages in the Professions, Menzies Building, Monash University, Clayton, Victoria, 3168

Title: **Considering cross-cultural issues: a rights framework**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 1-8

Author/s: Kalowski, J

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: Approaches to staff development appear at the present to owe more to considerations of content than context. This paper proposes that an inescapable outcome of the increasing diversity of Australian society is the need for all service providers to be cross-culturally literate, and suggests that some of what passes for cross-cultural training in Australian universities and businesses is not merely inadequate in practical terms, but actually contributes to the marginalisation of key social justice issues, as embodied in access to services and participation in society. Perhaps this is because confusion reigns about what cross-cultural training sets out to achieve. Better, more persuasive communicators? Staff with an awareness of cultural diversity, quick to perceive differences? More sensitive people, replete with knowledge about the migration process? Lacking a framework, cross-cultural training threatens to become a faddish additive to mainstream management and communication training, and risks being replaced by other, newer 'strategies'. To promote the centrality of cross-cultural understanding in the Australian context is now a task confronting all its practitioners and proponents.

Title: **Cross-cultural awareness and communication strategies for a multicultural workplace**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 45-52

Author/s: Wyse, L

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: This paper focuses on issues to be considered in designing cross- cultural communication programs for the workplace. Issues covered are:

- who needs what?
- negotiation of content and methodology
- curriculum design, and
- negotiated evaluation.

Title: **Cross-cultural business communication: some recent Australian projects**

in *International Congress of Applied Linguistics*,
Kallithea, Greece, April, 1990

Author/s: Pauwels, A

Title: **Cross-cultural casework with the Indo-Chinese**

in *Australian Association of Social Workers National Conference Proceedings*, no. 21, pp. 36-38

Author/s: Johnson, P

Publisher/Place/Date: Australian Association of Social Workers, n.p., 1989

Title: **Cross-cultural communication and education in Australian tertiary institutions: an interim report**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 60-83

Author/s: Hedrick, C and Holton, R Assoc. Prof.

Publisher/Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990

Availability/Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: This study represents an interim report on the National Survey, Evaluation and Conference Project on *Multicultural and Cross-Cultural Perspectives in Professional Education*. The project is funded by a 2 year grant from the Department of Employment, Education and Training under the Multicultural and Cross-Cultural Supplementation Program, a component part of the National Policy on Languages. This interim report which covers the first year's work is divided into:

- background including project genesis and project objectives
- research strategy and methodology
- major findings, and
- further discussion.

Title: **Cross-cultural communication and professional education: an Aboriginal perspective**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 38-48

Author/s: Bourke, C J Prof

Publisher/ Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990

Availability/ Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: It is becoming widely recognised that misunderstandings occur between people of different cultures due to people interpreting the words and actions of others in terms of their own background.

Culture is a term not well understood by most Australians. Culture has a cognitive system and a system of shared meanings. Professionals often fail to communicate satisfactorily with clients from other cultures and especially with Aborigines. Communication breakdown has its roots in cultural differences or in differing socio-linguistic rules and conventions.

Different cultural variables such as values, societal differences, family structures, personal awareness and confidence, or lack of it, in alien situations can cause communication breakdown. There is a wide divergence in lifestyle and outlook among the many Aboriginal groups and communities. Professionals should know there is no list of do's or don'ts to fit all cross-cultural situations.

Teaching is one profession whose members have been concerned with cross-cultural communication. The work of Ryans, Klienfeld, Goldberg and Franshaw indicate that good teachers take cognisance of the clients' background and are warm, supportive yet demanding.

Recently the Muirhead Royal Commission into Aboriginal Deaths in Custody has recognised that Aborigines have difficulty in communicating with authority figures such as professionals. The Department of Aboriginal Affairs in a submission to the House of Representatives stated that teachers needed accurate information about Aborigines, understanding of their own attitudes and an insight into the psychology of racism.

Professionals must recognise that Aborigines are individuals but awareness of potential communication problems can help reduce difficulties.

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Title:

Cross-cultural communication and the professional education of police officers: some developments in New South Wales

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 176-185

Author/s: Bradley, D

Publisher/ Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990

Availability/ Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: This paper identifies the Limited Expert Model of Policework. It shows the connection with certain ideological, organisational and strategic features of conventional policing. It then refers to the critique of modern policing - the ways in which recently policing has come under question at a number of levels - the socio-political, the rational-empirical and the moral-philosophical. It argues that this critique has enormous implications for police education. Taken seriously, it requires the abandonment of the Limited Expert Model. In its place should come the Full Professional Model. The

Limited Expert Model of Policing has become a hindrance to full and proper communication between police and public, even in the relatively homogeneous cultures. In a multi-cultural society it is a positive harm. Effective policing requires a sustained conversation between police and all the peoples they serve. Professional police education has to equip police officers for their part in that dialogue.

It then refers to recent changes in the New South Wales Police, at the organisational, strategic and education levels. It refers in particular to the newly implemented Police Recruit Education Programme, its structure, content, curriculum and learning methodologies. It points to the ways in which it still requires development and change in order to meet the fullest requirements of cross-cultural communication. It also indicates other ways in which training initiatives in New South Wales have endeavoured to improve the capacity of the Police Service to understand and meet the policing needs of all groups within society.

Title:	**Cross-cultural communication at Australian universities: issues faced by lecturers, ethnic-Chinese and Australian students** in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pg. 259
Author/s:	Barker, M
Publisher/ Place/Date:	The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990
Availability/ Cost:	The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $25.00 (includes postage)
Overview:	The seminar is based on an ongoing Ph.D study of the communication-based problems of ethnic-Chinese students in Australia. Australian lecturers and University students and ethnic-Chinese students acting as research subjects evaluated a series of video-taped communicative encounters. The seminar examines the effects of ethnicity and status on their evaluations and attributions. Implications of this research for the development of Communication Accommodation theory; social skills training and service delivery are discussed.

Title: **Cross-cultural education in nursing curricula**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 73-84

Author/s: Salomons, L

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: Australia is a country whose population comprises people from more than 110 different ethnic and cultural backgrounds and while this diversity has enriched the lives of Australians, it has also created a number of issues which need to be considered. (One in four Australians is from a non-English speaking background and there are approximately 100 different languages spoken in Australia).

Although many people are comfortable living, communicating and working within a multicultural society many are not, with the result that mistakes and misunderstandings can occur. Nurses, in general, have been slow to recognise this and even slower to act upon its significance. They have not really addressed cultural differences in either their educational preparation or in their nursing practice. There have been few checks to ensure that nurses provide sensitive and culturally appropriate nursing care and it seems that where nurses do have knowledge about other cultures this has stemmed from their own initiatives and experience rather than from any planned process. The result has been that many of our clients do not get the quality of nursing care they deserve. For example, if nurses cannot communicate with clients meaningfully about their care, isolation, fear and apprehension about the strangeness of the health environment can only increase and affect recovery.

Title:	**A cross-cultural elective for undergraduate nursing students** in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 135-139
Author/s:	Kelly, L
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $20.00
Overview:	For the past three years the Faculty of Nursing has conducted a clinical elective in transcultural nursing. Students have visited China, Russia and the Northern Territory accompanied by a member of staff. The programs, objectives and student/staff experiences are discussed.

Title: **Cross-cultural purposes in the tertiary classroom**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 123-131

Author/s: Ballard, B

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: In this paper Ms Ballard draws on the concept of the university as being shaped by a distinctive (academic) culture which is itself at least partly shaped by the attitudes to knowledge which inform the surrounding society. This broad academic culture is, in turn, composed of a variety of disciplinary sub-cultures, each with its own distinctive norms of behaviour, language, shared interests and modes of communication.

Drawing on contrasts between the often implicit expectations underlying the education system in Australia and those in Asian and other societies, she analyses and illustrates some of the consequences of these contrasts for classroom interaction involving Australian academic staff and students from other cultures. In particular, she suggests that many of the problems encountered by both staff and students in these classrooms stem from an unrecognised mismatch of expectations which then leads to mutual frustration and misunderstanding. Once this misalignment of educational experiences is recognised, it is then possible to break through the negative stereotyping and unproductive attitudes which interfere with communication in the cross-cultural classroom and to develop some practical strategies for teaching and learning in our tertiary institutions.

Title:	**Cross-cultural studies and distance education: a model for academic staff development** in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 85-91
Author/s:	King, B
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $20.00
Overview:	This paper considers the suitability of distance education for teaching cross-cultural studies and identifies characteristics of the delivery mode which both facilitate and frustrate culturally sensitive teaching at university level. It introduces a model for professional development of distance educators to enable them to better use this mode in serving cross-cultural education.

Title:	**Cross-cultural training techniques** in *Proceedings of the Third National Conference of the Network for Intercultural Communication*, Network for Intercultural Communication, Adelaide, 1988, pp. 29-31
Author/s:	Lee, I
Availability/ Cost:	See Organisations Section of this guide which lists Network for Intercultural Communication conveners.
Overview:	The author spoke about the teaching of cultural awareness. Such courses need to cover five topics: information about other cultures; self assessment of one's own attitudes to other cultures; training in the causes of misunderstanding between people of different cultures; simulation of living in another culture; and modification of one's behaviour to render one a more effective communicator across cultures.

Title: **Cultural and linguistic perspectives in mathematics teacher education**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 255-258

Author/s: MacGregor, M

Publisher/Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, SA, February, 1990

Availability/Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: A project has been set up to produce a resource package that will assist teacher educators in Australia to take account of linguistic and cultural factors in the teaching and learning of mathematics. The project will address the following issues: (a) helping trainee teachers to cater for the needs of students from non-English speaking backgrounds (NESB) or minority social groups, and (b) helping NESB teachers to develop the necessary communication skills for teaching mathematics.

Title: **Cultural differences and theories of learning**

in *Self-directed Learning and Self Access in Australia: from Practice to Theory*, Mason, R J (ed.), pp. 20-29

Author/s: Louie, G

Publisher/ Place/Date: Council of Adult Education, Melbourne, 1985

Overview: The total success of self access and self directed learning is questioned in this paper. The need for immigrants to function effectively in an English speaking environment, not merely to operate as autonomous learners, is emphasised. Various assumptions regarding self directed learning are argued, many being based upon conjecture that the learners don't share. In conclusion, the author states that self directed learning plays a role for an elite group. As long as it is not allowed to become a fashion for all learners, it will make a valuable contribution to the field of migrant education.

Title: **Cultural variability and communication: the talking solution to cultural blindness**

in *National Conference on Aboriginal Studies Proceedings,* Nepean College of Advanced Education, pp. 11-22

Author/s: Irwin, H

Publisher/ Place/Date: Nepean College of Advanced Education, Penrith, NSW, 1988

Overview: This conference focused on contemporary issues in Aboriginal studies.

Title: **Culture and communication issues and the Turkish community**

in *Turkish Community in Australia Conference Papers,* pp. 229-343

Author/s: Akcelik, S and Pappas, A

Publisher/ Place/Date: Phillip Institute of Technology, Melbourne, 1988

Title: **Culture and communication: some critical reflections**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 96-111

Author/s: Jayasuriya, L Prof

Publisher/Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990

Availability/Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: With a view to developing a conceptual framework for cross-cultural communication, this paper offers a critique of the culture concept as it has been employed in Australian public policy, especially multiculturalist policies. Raymond Williams' theory of culture and the Identity concept as used in social psychological theory are proposed as providing a conceptual basis for analysing the nature and processes of cross-cultural communication.

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Title: **Culture, history and change: evaluating materials for teaching in a multicultural society**

in *ANZAAS Congress Papers*, no. 56, 1987, paper 338, pp. 1-6

Author/s: Sokoloff, S B

Title: **Developing culturally responsive curricula**

in *National Conference/Workshop On Cross-Cultural Curriculum in TAFE and Police Academies,* Martens, E, (ed.), pp. 9-20

Author/s: Wasson, R Dr

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, October 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$15.00

Overview: The development of culturally-responsive curricula is both a challenge and an opportunity. The process goes beyond matters of access and equity to embrace the wealth of possibilities offered by other cultures in the areas of culturally shaped and/or preferred content, learning styles and teaching methodologies. This paper will explore these issues as well as focussing upon the notion of 'culture' as we understand it in the context of cross-cultural, intercultural and multicultural education.

Title:	**Educating the educators: cross-cultural curriculum development or teacher education** in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities,* Hedrick, C (ed.), pp. 153-161
Author/s:	Donohoue Clyne, I
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $20.00
Overview:	During 1990-91 two projects funded by the National Priority (Reserve) Fund have enabled the Cross-Cultural Communication Project Team to establish a data base of the cross-cultural communication needs of teachers and parents, and to develop a series of pre-service/inservice options which enable educators to improve their cross-cultural communication skills. The research has shown that many communication problems are based in culture rather than lack of English, or in diverse, and sometimes conflicting perceptions of the role of the teacher and of the function of education in Australia. Clearly teachers, and others need strategies to communicate more effectively with people of diverse cultural backgrounds. This paper will reflect both on the research and the curriculum which evolved out of them. Evaluation by participants and by the Project Team have important implications for teacher education.

Title: **Implementing system-wide cross-cultural training for staff - the South Australian D.E.T.A.F.E. experience**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 218-222

Author/s: Mitchell, R

Publisher/ Place/Date: The Centre for Multicultural Studies, The Flinders University of SA, Adelaide, February, 1990

Availability/ Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: In this conference workshop there was a brief description of the system-wide implementation of a staff development training package in TAFE, which aimed to assist lecturers in meeting the needs of NESB students. General issues which arise in the process of staff training, eg the development of management support, trainer-training, and maintaining training momentum, was the main focus for group discussion. Participants had the opportunity to share ideas on strategies which have been successful in dealing with these issues.

Title:

Intercultural communication - a retrospective; or been there, done that - where to now?

in *Proceedings of the Third National Conference of the Network for Intercultural Communication*, Network for Intercultural Communication, Adelaide, 1988, pp. 7-10

Author/s: Hodge, A

Availability/ Cost: See Organisations Section of this guide which lists Network for Intercultural Communication conveners.

Overview: We have come late to the realisation that communicating with a person from another culture was less a matter of knowing languages than of knowing the cultural assumptions of languages. This has yet to be formalised in a course of study. Practitioners mainly develop their own insights on the job. We still believe today that communicating with Japanese business is mainly a language task. Settlers need to undertake the assumptions of two languages; they thereby develop two identities. It is pointless to ask them to exchange the old for the new identity.

Title: **Key factors in cross-cultural counselling**

in *Multiculturalism and Health Care: Realities and Needs*, Masi, R (ed.), 1989, pp. 65-67

Author/s: Kevany, K and Purohit, A

Publisher/Place/Date: Canadian Council on Multicultural Health, Downsview, Ontario, 1989

Overview: Kevany speaks about nonverbal behaviour. Being unaware of nonverbal messages is like driving without knowing the rules of the road. In the helping professions, the interpretation of nonverbal cues is crucial in cross-cultural counselling. For instance, distance between two people could mean coldness in one culture and respect in another. Nonverbal behaviour is best understood as a result of observation, with the help of a cultural leader who can help to explain the behaviour. Purohit speaks about the need for counsellors to tap into the robust personality structures of immigrants and refugees who had reached foreign shores against incredible odds. There was a need to distinguish morbid personalities from personalities made morbid by culture crossing experiences. Counsellors should take full advantage of the support available from the culture and the community with which a client identifies.

Title: **Managing cross-culturally**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities,* Hedrick, C (ed.), pp. 197-203

Author/s: de Bergerac, O

National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: 'It is easier to avoid the idea of culture than to face it' (Hofstede, 1980). Does culture matter in management of human resources? Does cultural diversity have an impact on organisation? If an impact exists, is it positive or negative, helpful or harmful to the organisation? How can we manage cross-culturally? Should we ignore the cultural diversity impact on organisation? Should we try to minimise it? Should we try to use it?

The extent to which managers recognise cultural diversity and its potential advantages and disadvantages defines the organisation's approach to managing cross-culturally. There are therefore three ways of managing cross-culturally which are linked to three types of organisations (Adler, 1983).

1. Parochial Organisation where organisational members do not recognise cultural diversity or its impact on the organisation. Managing cross-culturally means, in this case, 'our way is the only way'.
2. Ethnocentric Organisation where members recognise cultural diversity but only as a source of problems. Managing cross-culturally means, then, 'our way is the best way'.

3. Synergistic Organisation where members see cultural diversity as leading to both advantages and disadvantages. Managing cross-culturally means 'our way and their way differ, but neither is inherently superior to the other'.

Description: This paper is a brief incursion in the world of the rare cross-cultural management gurus like Hofstede (1980) and Adler (1986) because their research offers to the cross-cultural trainer a powerful framework to enter the world of management training.

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Title: Multiculturalism in the public sector: a matter of access and equity

Author/s: Salagaras, S and Scarvelis, N

Publisher/Place/Date: Office of Multicultural and Ethnic Affairs, SA, October 1991

Description: This keynote address at the *National Conference for Cross-Cultural Staff Development: Inside and Outside Universities* was published as a separate paper.

Availability/Cost: Office of Multicultural and Ethnic Affairs, 24 Flinders St, Adelaide, SA, 5000

Free

Overview: In 1991 the South Australian Multicultural and Ethnic Affairs Commission (SAMEAC) began to implement its Multicultural Management Commitment Plan (MMCP) strategy. A MMCP is the formal mechanism by which South Australian government agencies will develop, implement and evaluate their multicultural management commitments. Through this process it is envisaged that government authorities will become more effective managers of public resources on behalf of a culturally diverse community.

This paper examines three major influences impacting on the Commission's strategic thinking during the process of developing the MMCP strategy. These were the multicultural policy context over the last twenty years; the prevailing access and equity environment in South Australia, interstate and at the national level; and the thrust of public sector reforms in the 1980s and their likely affect in the 1990s. The paper also gives an outline of the key elements of the MMCP strategy and makes some general observations about the early stages of its implementation.

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Title: **One person's meat is another person's poison ... food for thought: cross-cultural awareness for teachers**

Author/s: Donohoue Clyne, I

Publisher/ Place/Date: Australian Council for Health, Physical Education and Recreation, n.p., 1991

Description: This paper was presented at the ACHPER Conference, Oakleigh, Victoria.

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Title: **Overseas students and their impact on the changing face of professional education in universities**

in *AARE Conference Proceedings*, Jeffery, P (comp.)

Author/s: Phillips, D

Publisher/ Place/Date: Australian Association for Research in Education, Sydney University, 1990

Title:	**Overview: range of issues** in *National Conference/Workshop On Cross-Cultural Curriculum In TAFE and Police Academies*, Martens, E, (ed.), pp. 75-81
Author/s:	Trent, F
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, October 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $15.00
Overview:	This paper centres on issues and concerns of those in TAFE, in police academies and those in tertiary institutions and the clients who they deal with in cross-cultural education.

BEST COPY AVAILABLE

Title: **Progressive staff development in the light of reality: with special reference to cross-cultural and overseas students**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C (ed.), pp. 9-24

Author/s: Phillips, D

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: This paper draws on data gathered during the conduct of two research projects in which the author was the principal research officer: a 1984/85 study entitled, *The Formative Evaluation of Preparatory English Language Training of Sponsored Indonesian Students*, which was sponsored by the Australian International Development Assistance Bureau (AIDAB), and a 1990-91 study entitled, *Research into the Professional Development of Tertiary Teaching for Academics: With Special Reference to Cross-Cultural and Overseas Student Interaction*. This project, was funded by the Department of Employment, Education and Training (DEET).

Title: **Refugees from Vietnam**

in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 271-277

Author/s: Dalglish, C

Publisher/ Place/Date: The Centre for Multicultural Studies, Flinders University of SA, Adelaide, February, 1990

Availability/ Cost: The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$25.00 (includes postage)

Overview: Issues related to the resettlement of refugees are identified and the implications for teacher-training and relationship with the Vietnamese community.

Title:	**The role of language and linguistics in cross-cultural communication in the professions** in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 84-95
Author/s:	Pauwels, A Dr
Publisher/ Place/Date:	The Centre for Multicultural Studies, Flinders University of SA, Adelaide, February, 1990
Availability/ Cost:	The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $25.00 (includes postage)
Overview:	This address focuses on the importance of language in cross-cultural issues in professional education. The crucial role of language and communicative competence in professional communication is stressed. Examples of communicative differences across languages are provided and a description of types of cross-cultural miscommunication is given. The role and contribution of linguistics in the study of cross-cultural communication is discussed briefly. Finally, it is suggested that specialist language courses can be an important means of gaining cross-cultural sensitivity and competence in professional contexts.

Title: **The role of language in cross-cultural communication**

in *Proceedings of Conference on Cross-Cultural Communication in the Health Professions*, Pauwels, A (ed.), pp. 38-55

Author/s: Clyne, M and Platt, J

Publisher/ Place/Date: National Centre for Community Languages in the Professions, Monash University, Melbourne, 1990

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Title: **Services to non-English speaking background Australians: the experience of the Commonwealth's access and equity strategy**

in *Improving Service Delivery to the Clients*

Author/s: Edwards, N

Publisher/ Place/Date: Royal Australian Institute of Public Administration, Queensland Branch, Brisbane, 1991

Availability/ Cost: Queensland Branch, Royal Australian Institute of Public Administration

Free

Title: **Strategies for introducing cross-cultural awareness into organisations**

in *Network for Intercultural Communication Conference*, Canberra, 1987

Author/s: Cox, D

Availability/Cost: See Organisations Section of this guide which lists Network for Intercultural Communication conveners.

Title: **Tackling the language barrier in cross-cultural training**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, Hedrick, C, (ed.), pp. 141-152

Author/s: Pauwels, A

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: Although language is for most people the dominant means of communication, its role in communication and cross-cultural communication is rarely fully understood: difficulties in cross-cultural encounters which are identified as language related are usually reduced to those involving communication between two parties not sharing the same language. Interviews with a wide range of Australian professionals working in the fields of medicine/health, social work, law and business have confirmed a limited understanding of the role of language in cross-cultural communication. It is not surprising therefore that cross-cultural training has either ignored or minimised the language issue in both long-term and short-term courses and workshops: participants are rarely introduced to other strategies besides learning how to work with an interpreter or being told to learn another language.

In this paper Ms Pauwels discusses the ways in which language affects communication in cross-cultural encounters and secondly, comments on the ways in which the language barrier issue should be addressed in cross-cultural training programs: her focus is on learning to recognise communication difficulties and on demonstrating some strategies which can help minimise or overcome communication problems with limited resources.

Title:	**Through the looking glass - cross cultural professional education and staff development** in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 55-59
Author/s:	Trent, F
Publisher/ Place/Date:	The Centre for Multicultural Studies, Flinders University of SA, Adelaide, February, 1990
Availability/ Cost:	The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $25.00 (includes postage)
Overview:	This paper seeks to explore the issues involved in the implementation of curricula with a multicultural base, particularly in areas of professional practice. Emphasis is placed on reflection on staff practice and value systems which affect the theory into practice behaviour of students. Some proposals for staff development are advanced and some barriers to success examined. Issues of responsibility and tensions in assumptions about practice are explored.

Title:	**A training session – four cross-cultural training exercises** in *Dissolving the Barriers – the Challenge of Intercultural Communication: Proceedings of 4th National Conference*, pp. 30-31
Author/s	Lee, I
Publisher/ Place/Date:	Network for Intercultural Communication, Brisbane, 1989
Overview:	These exercises give participants experience of immigration policy making, the immigration experience, non-verbal communication, and cultural stereotypes.

Title:	**Walking through cultural doors: Aborigines, communication, schooling and cultural continuity** in *Cross-Cultural Communication and Professional Education*, Hedrick, C and Holton, R (eds), pp. 127-138
Author/s:	Harris, S
Publisher/ Place/Date:	The Centre for Multicultural Studies, Flinders University of SA, Adelaide, February, 1990
Availability/ Cost:	The Centre for Multicultural Studies, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001 $25.00 (includes postage)
Overview:	Aboriginal and Anglo cultures are so fundamentally different in their world views that they can be said to be incompatible. Yet Aboriginal parents seem to be saying that they want their children to learn the Anglo culture's 3Rs and to grow up Aboriginal. If these two aspirations are not to be mutually exclusive, and if schools are not to undermine Aboriginal culture, Harris suggests that Anglos need to understand the possible nature of and accept the necessity for the Aboriginal invention of two-way schooling, and, it would follow, even two-way living.

Title: **Ways of working: training package for non-Aboriginal people**

in *National Conference Professional Cross-Cultural Staff Development Inside and Outside Universities*, (ed.), Hedrick, C, pp. 191-193

Author/s: Scully, M

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, November 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, GPO Box 2100, Adelaide, SA, 5001

$20.00

Overview: The package has been developed by the Centre for Aboriginal Studies at Curtin University. It is based on a similar package developed in collaboration with the Department for Community Services, WA. Its purpose is to train staff to work in more appropriate and effective ways with Aboriginal people. One of the major principles which underlie the package is that of Aboriginal control and implementation. The package has potential for application within tertiary institutions, industry, commerce and government.

Title: **Whose interests? Who's interested? Issues in intercultural communication**

in *Opening Address of National Conference of the Network for Intercultural Communication*, University of Queensland, September 1989

Author/s: Putnis, P

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Title: **Workshop 14: the education of health professionals for a multicultural Australia**

in *Health Policy for a Multicultural Australia - Towards a National Agenda*, South Australian Health Commission Migrant Health Unit, pp. 44-45

Author/s: Hopkins, S

Publisher/ Place/Date: South Australian Health Commission Migrant Health Unit, Adelaide, 1989

Description: This paper is from the *Proceedings and Workshop Recommendations of the First National Ethnic Health Policy Conference*, Adelaide, 1988.

Overview: This workshop focused on the need to improve the cross-cultural education of health professionals and raise the status of ethnic health workers. Also discussed were the difficulties that NESB clients experienced in dealing with health workers. It was recognised that some states had addressed some of the problems, but that there was no Australia wide attack on the situation.

OTHER TEXT TYPES

- Bibliographies
- Catalogues
- Guides
- Handbooks
- Kits
- Manuals
- Papers and Reports
- Simulations and Training Packages

BIBLIOGRAPHIES

Title:	**Aboriginal: Select Bibliography**
Author/s:	Martens, E and Birkett, E (eds)
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001 $5.00
Overview:	This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; Educational; Health; Legal; Nursing; Psychology; Social Welfare; Women.

Title: **Bibliography on Race and Prejudice: A List of Resources held at the Multicultural Access Centre Library, TAFE**

in *ATESOL Bulletin*, no. 14, August 1986, pp. 47-51

Author/s: Richards, P and Lawrence, T

Overview: Resources include 'international background material' with books on racism, race relations, education, and community work and articles on the origins and language of racism. 'Australian material' covers language, racism, teaching, racial conflict and education while 'classroom resources' includes material on combating prejudice in school projects, software and textbooks, as well as articles on teaching about racism.

Title: **Business: Select Bibliography**

Author/s: Hedrick, C et al. (eds)

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$5.00

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: Industry; International; Small Business; Women.

Title:	**Cross-Cultural Awareness**
Author/s:	Whetton, M (comp.)
Publisher/ Place/Date:	National Centre for English Language Teaching and Research (NCELTR), Macquarie University, NSW, 1990
Availability/ Cost:	Sales and Marketing Manager, NCELTR, Macquarie University, NSW, 2109 $5.00
Overview:	This selective bibliography covers resources in the field of cross-cultural awareness. It consists of monographs, journal articles, papers, catalogues and audiovisual materials produced since 1980. Although Australia is the main focus it includes extensive coverage of general works. As well, it provides a selective coverage of resources covering the cultural backgrounds of Arabic, Chinese and Japanese speaking peoples. Resources covering Burmese, Khmer, Vietnamese, Thai and Lao peoples are included under the general heading of South-East Asia.

Title: **Cross-Cultural Training Bibliography**

Author/s: Cole, R (comp.)

Publisher/ Place/Date: Ecumenical Migration Centre, Melbourne, December 1991

Availability/ Cost: Office of Multicultural Affairs (Phone OMA hotline (06) 2715641)

Free

Overview: This bibliography draws together available resources related to cross-cultural training that have been published over the past ten years. It has a multi-media focus including books, manuals, journal articles, pamphlets, videos and simulation games. The material is divided by media type and is cross-referenced by subject. Each entry has been individually annotated with reference made to the location of each item. The materials have both an Australian and overseas focus.

Title: **Education: Select Bibliography**

Author/s: Martens, E and Birkett, E (eds)

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; Aboriginal; Curriculum; Language.

Title:	**Health/Nursing: Select Bibliography**
Author/s:	Martens, E and Birkett, E (eds)
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001 $5.00
Overview:	This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; Aboriginal; Aged; Chinese; Communication; Death; Nursing (General; Culture; Death; Race/Racism); Pain; Pregnancy and Birth; Racism and Stereotypes; Vietnamese; Women.

Title: **Immigration: Select Bibliography**

Author/s: Birkett, E (ed.)

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, SA, 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$5.00

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; The 'Blainey' Debate; Multiculturalism; Race/Racism; Refugees; Reports.

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Title: **Intercultural Communication Bibliography (Parts 1-4)**

Author/s: Kitao, K and Kitao, S K

Publisher/Place/Date: Michigan, USA, 1986, 1987
Japan, 1988

Availability/Cost: Available on microfiche through ERIC (Educational Resources Information Centre) from the Australian National Library, ED 273125 (Parts 1 and 2), ED 282271 (Part 3), ED 304001 (Part 4)

Overview: This bibliography of books, articles, texts, teaching guides, research reports, and other materials on intercultural communication contains mostly primary source materials intended primarily for Japanese teachers of English as a second language. However it would be useful for anyone interested in intercultural communication. It has four parts each of which is divided into a number of categories, such as, general, theory, non-verbal communication, cross-cultural studies, interpersonal communication, intercultural training and research, culture in language teaching, teaching intercultural communication, organisational/business communication, teaching English, and the relationship of culture and education.

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Title:	**Intercultural Nonverbal Communication: A Bibliography**
Author/s:	Kitao, K and Kitao, S K
Publisher/ Place/Date:	Michigan, USA, 1987
Availability/ Cost:	Available on microfiche through ERIC (Educational Resources Information Centre) from the Australian National Library, ED285402
Overview:	This bibliography on intercultural nonverbal communication contains citations of interest primarily to Japanese teachers of English as a second language. Citations are organised in these categories: general information; chronemics; proxemics; personal space and territory; physical appearance and clothes; kinesics (posture and gestures); tactile communication; facial expression; eye contact and gaze; paralanguage; sex differences; cultures (Japan and the United States, the United States and other countries; and Western and other countries); interracial communication; and nonverbal communication in the classroom. Many of the citations, most of which are from primary sources, contain ERIC document reproduction service numbers.

Title: Legal: Select Bibliography

Author/s: Martens, E and Birkett, E (eds)

Publisher/ Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Availability/ Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$5.00

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; Aboriginal; Compensation; International Implications; Legal Matters; Migrants; Police; Women; Youth.

Title: M.A.C. Specialised Bibliographies: Intercultural Communication and Training

Publisher/ Place/Date: TAFE Multicultural Access Centre Library, Sydney, 1992

Availability/ Cost: TAFE Multicultural Access Centre, 6-8 Holden Street, Ashfield, NSW, 2131, ph. (02) 7995933

Free

Overview: This bibliography lists materials, both printed and audio visual, held at the TAFE Multicultural Access Centre. The materials date from 1977 to 1990.

Title: **Multicultural Resources Bibliography**

Author/s: Schembri, J

Publisher/Place/Date: Ethnic Affairs Commission of New South Wales, Sydney, 1990

Overview: This bibliography lists the resources available from the NSW Ethnic Affairs Commission library/resource centre. Publications by the Ethnic Affairs Commission are mostly available cost-free. Films and videos are available for loan. Each entry for the audio visual resources includes a short description of the film or video, its length and its format.

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Title: **Overseas Students and Staff Development: Select Bibliography**

Author/s: Hedrick, C and Birkett, E (eds)

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$5.00

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions.

Title: **Psychology: Select Bibliography**

Author/s: Martens, E and Birkett, E (eds)

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$5.00

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: Assessment and Diagnosis; Counselling; Cultural Specific Themes; Culture; Mental Health; Psychiatry; Psychology; Teaching and Research; Women.

Title: **Select Bibliographies on Cross-Cultural Issues**

Author/s: Martens, E (general ed.)

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Description: Set of ten bibliographies

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$40.00 for set (plus $2.50 postage)

Overview: This set of ten subject-based bibliographies is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions.

The ten volumes are:

Volume 1: Aboriginal
Volume 2: Business
Volume 3: Education
Volume 4: Health/Nursing
Volume 5: Immigration
Volume 6: Legal
Volume 7: Overseas Students and Staff Development
Volume 8: Psychology
Volume 9: Social Welfare
Volume 10: Women

Title: **Select Bibliography: References and Resources on Cultural Awareness and Cross-Cultural Communication: Service Delivery, Counselling, Education, Management and Childcare**

Author/s: Nicholas Sexton, E (comp.)

Publisher/ Place/Date: Equal Opportunities Unit, Department of Technical and Further Education, Adelaide, 1992

Overview: This bibliography has been divided into the following sections: service delivery; counselling/vocational counselling; education/training; management and childcare.

The bibliography is part of Phase One of the project *Cross-Cultural Training Package for TAFE Staff Working with Non-English Speaking Background Clients* which is currently in progress.

Title: **A Select Bibliography of References on Cultural Awareness and Intercultural Communication**

Author/s: Willing, K

Publisher/Place/Date: National Centre for English Language Teaching and Research (NCELTR), Macquarie University, Sydney, 1991

Availability/Cost: National Centre for English Language Teaching and Research (NCELTR), Macquarie University, Sydney, 2109

* * *

Title: **Social Welfare: Select Bibliography**

Author/s: Hedrick, C et al. (eds)

Publisher/Place/Date: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991

Availability/Cost: National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001

$5.00

Overview: This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; Aboriginal/Black; Aged; Children/Youth/Family; Counselling; Education; Ethnicity; Reports; Social Work; Vietnamese/South East Asian; Women.

Title:	**Women: Select Bibliography**
Author/s:	Martens, E and Birkett, E (eds)
Publisher/ Place/Date:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, Adelaide, 1991
Availability/ Cost:	National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University of SA, PO Box 2100, Adelaide, SA, 5001 $5.00
Overview:	This bibliography is aimed at academics and tertiary teaching staff and was compiled to be used as a resource for the development of cross-cultural curricula and content of courses and instructional programs within tertiary teaching institutions. It is subdivided into the following categories: General; Aboriginal; Health; Legal; Nursing; Psychology; Race/Racism; Small Business; Social Welfare.

18

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CATALOGUES

Title: **AFI Distribution Ltd Film and Video Catalogue 1987-1988**

Author/s: Landman, P (comp.)

Publisher/ Place/Date: AFI Distribution Ltd, Melbourne, 1987

Availability/ Cost: AFI Distribution Ltd, PO Box 522, Paddington, NSW, 2021, ph. (02) 332 2111 or 49 Eastern Road, South Melbourne, Victoria, 3205, ph. (03) 696 1844

Overview: Australian Film Institute (AFI) Distribution Ltd is the major promoter and distributor of Australian independent film and video - shorts, documentaries, animation, student works and feature films - and also holds a selection of important foreign films. The catalogue covers topics such as black Australia, health, history, multiculturalism, welfare, and women's issues. Films and videos are available for purchase from the NSW office, and for purchase or rent from the Victorian office. Update leaflets to supplement the catalogue are available.

Title:	**Australian and New Zealand Catalogue of New Films and Videos**
Publisher/ Place/Date:	Australian Catalogue Publishing, Victoria, annual
Availability/ Cost:	Australian Catalogue Publishing, PO Box 204, Albert Park, Victoria, 3206 or OMN Productions, GPO Box 1391, Sydney, NSW, 2001, ph. (02) 281 8924 $55.00 including postage
Overview:	This catalogue lists new releases and includes features, shorts, documentaries and educational films and videos. The information given includes the title, production details, a short description and the distributor.

Title:	**Cross-Cultural Communication and Health in Australia: An Audiovisual Guide**
Author/s:	Kipp, S et al.
Publisher/ Place/Date:	National Centre for Community Languages in the Professions, Monash University, Victoria, 1990
Availability/ Cost:	Centre for Community Languages in the Professions, Menzies Building, Monash University, Clayton, Victoria, 3168
Overview:	This guide lists audiovisual resources on cross-cultural communication in the health field. It includes some simulation games and a general section covering cross-cultural communication relating to the areas of immigration, racism, prejudice, women's issues, and the workplace.

Title: **Ecumenical Migration Centre Library Mail Order Catalogue 1992**

Publisher/Place/Date: Ecumenical Migration Centre, Melbourne, 1992

Availability/Cost: Ecumenical Migration Centre Bookshop, 125 Leicester Street, Fitzroy, Victoria, 3065, ph. (03) 4160044

Free

Overview: This catalogue of Australian and overseas publications on migration, refugees, ethnic affairs, race relations, multiculturalism and education. Stock includes titles from a number of commercial, government and community publishers as well as all EMC publications.

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Title: **Film Australia Education and Library Catalogue 1991/1992**

Publisher/Place/Date: Film Australia, Sydney, 1991

Availability/Cost: Freepost No. 25, The Sales Department, Film Australia, PO Box 46, Lindfield, NSW, 2070, ph. (02) 413 8777

Overview: The titles in this catalogue have been grouped by subject categories which include Aboriginal Culture; Asian and Pacific Studies, Australian Studies, English, Literature and Language; and, Multicultural Studies. Under each title there is a description of the content.

Title: **Insights: A Visual Resource Guide for Multicultural Australia 1991**

Publisher/Place/Date: South Australian Film and Video Centre, Adelaide, 1991

Description: This is a catalogue of films and videos held at the main loan centres in each state.

Availability/Cost: Office of Multicultural Affairs (Phone OMA hotline (06) 2715641)

Overview: This is a comprehensive guide to films and videos dealing with migration and multiculturalism. Based on the collections at the main loan centres in each Australian State, the guide aims to provide information on those films and videos made since 1980 which are reflective of a multicultural Australia. Section topics include: Aborigines; immigration; languages and language learning; prejudice; social justice; women; and, cross-cultural understanding.

Title: **Maxwell's Video Collection, 1991-92 Video Catalogue**

Publisher/Place/Date: Maxwell's Video Collection, Sydney, 1991

Availability/Cost: Maxwell's Video Collection, PO Box 362, Newport Beach, NSW, 2106, ph. (008) 249786

Overview: Catalogue contents cover videos on English as a Second Language and issues on multiculturalism.

Title — National Library Film and Video Lending Collection

Publisher/ Place/Date: Australian National Library, Canberra, 1992

Description: This catalogue is on microfiche with books of new acquisitions available periodically.

Availability/ Cost: Australian National Library, ph. (06) 262 1361

Overview: This catalogue covers all films and videos available for loan from the Australian National Library, Canberra.

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Title: NCELTR Publications 91/92

Publisher/ Place/Date: National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1991

Availability/ Cost: Sales and Marketing, National Centre for English Language Teaching and Research, Macquarie University, Sydney, NSW, 2109

Free

Overview: This catalogue covers professional development publications, video productions, interactive videodisc, distance learning, classroom/student materials, dictionaries, thesauruses, and teaching and research reference publications.

Title: Publications Catalogue

Author/s: Bureau of Immigration Research (BIR)

Publisher/Place/Date: AGPS, Canberra, February, 1992

Availability/Cost: BIR, Department of Immigration, Local Government and Ethnic Affairs, Canberra

Free

Publications are categorised into General, Statistics, Population, Immigration Programs, Economic, Environment, Social, and Labour Market.

Title: Subtitled Video Catalogue

Publisher/Place/Date: Australian Caption Centre, Sydney, annual

Availability/Cost: Robert Miller, Public Relations, Australian Caption Centre, Level 4, 187 Thomas Street, Haymarket, NSW, 2000, ph. (02) 212 5277

Free

Overview: This catalogue lists all releases that have been newly captioned for the hearing impaired. The list includes TV programs, educational films, documentaries and feature films.

Title: The TNVRC Catalogue

Publisher/ Place/Date: TAFE National Video resource Centre,Moorabbin College of TAFE, Victoria, March 1992

Availability/ Cost: TAFE National Video Resource Centre, Moorabbin College of TAFE, Victoria, ph. (03) 556 9685, (quote code 745)

$27.00 including postage for printed copy, microfiche free

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Title: Video Resources 1990

Publisher/ Place/Date: South Australian Film Corporation, Adelaide, 1990

Availability/ Cost: South Australian Film Corporation, Adelaide, 3 Butler Drive, Westside Commerce Centre, Tapleys Hill Road, Hendon, SA 5014, ph. (08) 348 9300

Overview: Videos cover topics such as Aborigines, education, health and welfare, heritage, multiculturalism, technical and further education, and vocational guidance. Details and a description of each video is given, Update sheets are sent out about twice a year.

DIRECTORIES

Title: **Directory of Cross-Cultural Courses and Trainers**

Author/s: Travaglia, J F and Inglis, C (comps)

Publisher/Place/Date: Office of Multicultural Affairs, Department of the Prime Minister and Cabinet, Canberra, 1991, (2nd ed. 1993)

Availability/Cost: OMA (Phone OMA hotline (06) 2715641)

Free

Overview: This national directory is divided into two parts. The first part lists available standardised courses designed to meet a specific need. Some are fixed courses, others are run according to individual requirements. The second part lists individual trainers who provide cross-cultural training. Courses and trainers are listed alphabetically under each state or territory.

Title: **Directory of Ethnic Community Organisations in Queensland**

Author/s: Queensland Department of Ethnic Affairs

Publisher/Place/Date: Department of Ethnic Affairs, Brisbane, 1987

Overview: This directory has been produced in the hope that it will assist and promote a community awareness of the value and diversity of all cultures that collectively make up our multicultural society. For easy access the listings in the directory have been placed in alphabetical order under ethnic groups. They include cultural, church, sporting and social organisations and associations in Queensland.

Title:	**Directory of Multicultural and Ethnic Community Resources (South Australia)**
Author/s:	SA Multicultural and Ethnic Affairs Commission
Publisher/ Place/Date:	SA Multicultural and Ethnic Affairs Commission, Adelaide, 1992
Availability/ Cost:	SA Multicultural and Ethnic Affairs Commission, 24 Flinders Street, Adelaide, SA, 5000, ph. (08) 2261944 $10.00
Overview:	This directory provides a comprehensive list of government, non-government and community organisations which provide services to people of non-English speaking backgrounds.

Title:	**National Research Directory: Multiculturalism, Immigration and Ethnic Affairs 1992**
Author/s:	Cole, R (comp.)
Publisher/ Place/Date:	Office of Multicultural Affairs, Department of the Prime Minister and Cabinet, Canberra, 1992
Availability/ Cost:	Ecumenical Migration Centre, 125 Leicester St, Fitzroy, Victoria, 3065, ph. (03) 4160044 $10.00 plus $7.50 postage and handling
Overview:	This directory is the third national guide to researchers and research currently being undertaken into multiculturalism, immigration and ethnic affairs in Australia. Through funding provided by the Commonwealth Office of Multicultural Affairs (OMA), the Ecumenical Migration Centre (EMC) has sought to promote the better co-ordination of research into Australia's multicultural society by maintaining the initiative of the first directory produced by the Australian Institute of Multicultural Affairs (AIMA) in 1986. EMC has produced a fully revised directory in 1989 and again in 1992.

GUIDES

Title: **Health Care and Immigrants: A Guide for the Helping Professions**

Author/s: Ferguson, B and Browne, E (eds)

Publisher/Place/Date: MacLennan and Petty, Sydney, 1991

Overview: Culture is a significant factor in the interaction between the health system, the health worker and the client. Each chapter includes a discussion of the issues, case studies, exercises, guidelines for practice with migrant consumers of services, a summary, review questions and references.

Title: **Intercultural Interactions: A Practical Guide**

Author/s: Brislin, R W et al.

Publisher/Place/Date: Sage Publications, Beverly Hills, 1986

Description: This guide is volume 9 of the *Cross-Cultural Research and Methodology Series.*

Overview: One hundred 'critical incidents' are described to reflect common emotional experiences, communication difficulties, and challenges to pre-existing knowledge that occur in cross-cultural encounters. Alternative explanations for the incidents and discussions of those explanations are given. The incidents cover topics such as host customs, settling in and making adjustments, the workplace, the family, and education. At the end of the book eighteen essays integrate points made in the incidents.

Title:	**More Than G'day: A Guide for People Working with Overseas Students**
Author/s:	Kenyon, C and Amrapala, A
Publisher/ Place/Date:	Good and Better Publishing, Melbourne, 1991 (2 ed.) (Note: 3rd edition in preparation)
Availability/ Cost:	Bridge Bookshop, 10 Grafton St, Chippendale, Sydney, 2008 TESL Bookshop, 385 Little Bourke St, Melbourne, 3000 $10.95
Overview:	Content includes culture and culture shock; barriers to understanding; cultural differences; institutional shock; common problems; and teaching.

Title:	**Skills Development for a Multicultural Society: Guide for Trainers**
Author/s:	Liffman, M and Singer, R
Publisher/ Place/Date:	Clearing House on Migration Issues, Melbourne, 1986
Availability/ Cost:	Ecumenical Migration Centre Bookshop, 125 Leicester St, Fitzroy, Victoria, 3065 $5.00
Overview:	This guide was developed as a flexible, modular training package that can be adapted to the requirements of individual government departments. The package includes guidelines for trainers, a core module necessary to any multicultural skills development program, three contextual modules which vary according to the type of work the participants do, and a list of resources and resource people. The contextual modules are aimed at direct contact staff, middle managers and supervisors, and those responsible for broad policy and planning.

Title: **Teaching Students from Overseas: A Brief Guide for Lecturers and Supervisors**

Author/s: Ballard, B and Clanchy, J

Publisher/Place/Date: Longman Cheshire, Melbourne, 1991

Overview: This guide was written for staff who teach and supervise overseas students in tertiary institutions in Australia. It offers some useful insights into the complexity of teaching and learning in a situation of cultural diversity. The attitudes to knowledge and the styles of teaching and learning which characterise formal education in other societies are often very different from, and sometimes in conflict with, those at work in Western universities and colleges. When students come from overseas to study in Australia, they must, therefore, also undergo an intellectual and cultural sea-change if they are to succeed. How teachers or supervisors can help them begin to make that change is the subject of the guide.

HANDBOOKS

Title: **Basic Training for Trainers: An Australian Handbook for New Trainers**

Author/s: Kroehnert, G

Publisher/Place/Date: McGraw-Hill, Sydney, 1990

Title: **China: A Handbook in Intercultural Communication**

Author/s: Brick, J

Publisher/Place/Date: National Centre for English Language Teaching and Research (NCELTR), Macquarie University, Sydney, 1991

Description: *Language and Culture*, series no. 1

Availability/Cost: Sales and Marketing Manager, NCELTR, Macquarie University, NSW, 2109

$17.95

Overview: This title is the first in a new series aimed at familiarising ESL/EFL teachers with the cultural backgrounds of their students. This volume deals with learners from the People's Republic of China. Key Chinese social values and institutions are examined. The approach adopted is a contrastive and exploratory one, with teachers being encouraged to examine their own cultural attitudes and values. This book is a must for all those involved in teaching learners from the People's Republic of China, and to others interested in issues of cross-cultural communication. Topics include language and culture; culture shock; self in society; interacting in society; values; and learning and teaching.

Title: **Cross-Cultural Communication: A Resource Handbook for Schools**

Author/s: Bums, M (comp.)

Publisher/Place/Date: Education Department of South Australia, Adelaide, 1987

Overview: This handbook is designed for teachers who have NESB students in their classes. It covers the following: the concept of culture; values; strategies for cross-cultural communication; role plays; the communication styles of Vietnamese and Iranians; and developing counselling skills.

Title: **Cross-Cultural Communication Handbook for Trainers**

Publisher/Place/Date: The Multicultural and Ethnic Affairs Commission of Western Australia, Perth, 1989

Availability/Cost: Office of Multicultural Interests, 5th Floor, 32 St George's Terrace, Perth, WA, 6000, ph. (09) 2220246

Overview: *The Cross-Cultural Communication Handbook for Trainers* has been designed as an aid for the use of training officers in the public sector.

The handbook aims at providing trainers with resource information and skills development programs which may be used for cross-cultural communication awareness training.

Issues of cross-cultural awareness are a priority for the Multicultural and Ethnic Affairs Commission, and are an important factor in improving the access of people of non-English speaking background to the services and programs provided by government.

The first section of the handbook introduces trainers to the concept of cross-cultural communication and outlines steps towards effective communication with people from non-English speaking backgrounds.

The second section provides trainers with key information on four topics including: the use of interpreters and bilingual staff; translating written material; information dissemination; and the appropriate procedure for conducting a community consultation.

The third section offers suggestions for short cross-cultural communication courses.

The fourth and final section includes an appendix with a glossary of terms, information on the demographic profile of Western Australia and additional resources relevant to ethnic communities.

Title: **A Handbook For Developing Multicultural Awareness**

Author/s: Pederson, P

Pubisher/ Place/Date: American Association for Counseling and Development, Virginia, 1988

Overview: This handbook has three parts: awareness of multicultural assumptions, knowledge of multicultural information, and skills for multicultural action.

Title: **Handbook of International and Intercultural Communication**

Author/s: Asante, M and Gudykunst, W (eds)

Publisher/ Place/Date: Sage Publications, Newbury Park, 1989

Title: **Japan: A Handbook of Intercultural Communication**

Author/s: Koyama, T

Publisher/ Place/Date: National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1992

Description: *Language and Culture*, series no. 1

Availability/ Cost: Sales and Marketing Manager, NCELTR, Macquarie University, NSW, 2109

$17.95

Overview: This book introduces teachers and others working with Japanese to the language and culture of their students and colleagues. The emphasis is on the interpretation of behaviours, attitudes and values examined in a wide range of social situations. Case studies and mini research projects are among the tasks designed to help both students and teachers understand and react appropriately to situations where differing assumptions frequently lead to cross-cultural misunderstandings.

Title: **Job Seeking Skills: Cross-Cultural Perspectives**

Author/s: Burnett, L

Publisher/ Place/Date: The Curriculum Support Unit, Adult Migrant Education Service, NSW,1987

Overview: The purpose of this handbook is to assist teachers or counsellors in the delivery of job-seeking skills courses to adult job-seekers of non-English speaking backgrounds. Such courses must pay particular attention to communication skills in the context of job-seeking and must take into account cultural factors affecting communication. Examples of topics covered by the handbook are cross-cultural communication in the employment interview, developing awareness and confidence, telephone techniques, applying for a job (application forms, resumés and letters), and the interview. A directory of resources and services is also included in the handbook.

* * *

Title: **Multicultural Training and Resources Handbook**

Publisher/ Place/Date: Equal Employment Opportunity Bureau, Public Service Board, Canberra, 1986

Overview: This handbook lists multicultural training materials and resources. Part 1 lists printed material, audio-visual resources, kits and training packages, and films, videos and simulation games that can be borrowed from the Resource Centre of the Public Service Board under special conditions. Part 2 lists ethnic and multicultural broadcasting organisations and Part 3 lists resource organisations and personnel by state and territory.

Title:	**The Non-English Speaking-Background Learner in TAFE: A Training Handbook**
Author/s:	Mitchell, R
Publisher/ Place/Date:	Adelaide College of TAFE, Adelaide, 1987
Description:	This staff development package consists of eleven modules, OHP masters, handouts, resource lists and simulations.
Availability/ Cost:	DETAFE, Adelaide Free
Overview:	Modules cover historial perspectives on multicultural Australia; the experience of migration; a simulation exercise; cross- cultural communication; meeting the needs of the NESB student; policy matters; writing in plain English for the multicultural classroom; speaking plain English for the multicultural classroom; cultural and linguistic bias in testing; support services for the NESB learner; follow-up and evaluation.

Title: I: Teaching Multicultural Classes

Author/s: Lewis, M and Taylor, R

Publisher/ Place/Date: TAFE Multicultural Eduation Unit, Sydney, 1992

Description: This is the first book in a series of 'Multicultural handbooks'.

Availability/ Cost: Multicultural Access Centre, 6-8 Holden Street, Ashfield, NSW, 2131, ph. (02) 7995933

$7.00

Overview: This handbook is designed to help teachers to enjoy the experience of teaching adults in a multicultural setting. The topics presented are the result of seminars held in various TAFE colleges on teaching strategies for the multicultural classroom.

Topics include applying general principles of teaching; encouraging students to think; teaching students to ask questions; interactive reading; providing feedback; preparing students for examinations; organising the classroom; making meaning clear; encouraging students to use new language; and asking questions.

* * *

Title: The Right Balance: Coping with Overseas and Non-English Speaking Background Students

Author/s: Pearson, G

Publisher/ Place/Date: Skills Development Centre, Central Metropolitan College of TAFE, Mt Lawley, WA, 1992

Availability/ Cost: Margaret Birks, Central Metropolitan College of TAFE, Skills Development Centre, 5 Alvan St, Mt Lawley, WA, 6050, ph. (09) 4275344

Free throughout WA

Overview:

This handbook is divided into three sections:

1. Exploring the Cross-Cultural Challenge in TAFE Teaching

This section briefly outlines the problems NESB and overseas students face in coping with study in Australia, and urges the implementation of a learner-centred methodology.

2. Meeting the Cross-Cultural Challenge in TAFE Teaching

This section provides approximately 50 practical strategies that teachers may implement to improve their dealing with NESB and overseas students.

3. Reference Guide

This provides background information on such things as NESB students' first languages, naming systems, counselling services, and organisations dealing with various aspects of NESB and overseas student issues.

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KITS

Title: **The Changing Work Environment: A Skills Management Course for Supervisors**

Author/s: Minneken, P and Nelson, M

Publisher/Place/Date: AGPS, Canberra, 1990

Description: This kit includes: leader's guide, supervisor's handbook, training materials.

Availability/Cost: AGPS, GPO Box 84, Canberra, ACT, 2601

Title: **Communicating Across Cultures: A Resource Kit for Secondary Schools**

Author/s: Walter, W

Publisher/Place/Date: Office of the Race Relations Conciliator, Auckland, New Zealand, 1987

Overview: This kit is designed to be used by itself with secondary students, but would fit in with social studies, language or liberal studies programs. An accompanying videocassette is available. The desired student outcomes are practical skills which help bridge gaps between people; recognition of personal and community values; and recognition that others have different values and communicating methods that are important to them.

Title: **Ethnicare Resource Kit: an Information Package for Residential, Health and Community Aged Care Providers**

Author/s: WA Council on the Ageing Inc.

Publisher/ Place/Date: WA Council on the Ageing, Mt Lawley, WA, 1989

Overview: The resources listed include contact details for particular communities, general migrant resource contacts, a resource list for health information in languages other than English, food and diet information, and communicating across cultures. The kit also includes information about working with interpreters. Community profiles of eleven ethnic groups such as Cambodian, Chinese, Polish, Vietnamese and Yugoslavian are provided.

Title: **Information Kit to Assist in the Care of Aboriginal and Non-English Speaking Background Older People in Nursing Homes and Hostels**

Author/s: Perkons, R

Publisher/ Place/Date: Ethnic Communities' Council, Adelaide, 1991

Availability/ Cost: Ethnic Communities' Council of SA, 2nd Floor,
13 Leigh Street, Adelaide, SA, 5001

Overview: Topics include language; religion; death and burial rites; attitudes to care and cover 18 communities; other contact agencies.

Title:	**Local Councils: Service in a Multicultural Society: A Training Kit for Local Government**
Author/s:	Townson, T
Publisher/ Place/Date:	NSW Department of Local Government, Sydney, 1990
Description:	This kit includes training modules, OHTs, workshop questions, suggested reading, handouts, notes for trainers.
Availability/ Cost:	Glenis Lloyd, NSW Department of Local Government, ph. (02) 7930695
Overview:	Areas covered are the local government context, steps to effective communication, applying access and equity in local government and other training resources, and information on the NSW Local Government Ethnic Affairs policy statement pilot program.

Title: **Multicultural Communication 1. Tutor Resource Kit**

Author/s: Royal Melbourne Institute of Technology for the Victorian TAFE Off-Campus Network

Publisher/Place/Date: The Victorian TAFE Off-Campus Network, 143 Franklin Street, Melbourne, 1990

This kit is one of several Industry Communication Skills Options and includes masters for overheads, information to use with the *Working It Out* video and practical exercises.

Availability/Cost: The Victorian TAFE Off-Campus Network, 143 Franklin Street, Melbourne, 3000

Overview: This kit is designed for trainers who want to increase their knowledge and understanding of what multiculturalism means in practice, the factors that hinder or enhance communication between people from different cultures, and to develop specific skills for communicating with people from NESB backgrounds.

MANUALS

Title: **Cross-Cultural Education and Training Resources Manual**

Author/s: Community Education Unit, Victorian Ethnic Affairs Commission

Publisher/Place/Date: Victorian Ethnic Affairs Commission, Melbourne, 1988

Description: This manual consists of twelve discrete modules.

Overview: The aim of the manual is to improve the ability of service providers, care givers and policy makers to function responsively and effectively in a culturally diverse society. Modules include immigration overview, introduction to communication barriers, non-verbal communication, culture, stereotypes, and organisational barriers. A variety of training techniques such as role play, group discussion, audio-visual material, simulation games, and some didactic material are used. Trainers can choose the modules relevant to the goals of their training program and the needs of participants. Trainers need to modify parts of the material to make it relevant to the participants.

Title: **Cultural Awareness: Cross-Cultural Communication, Lecturer's Manual**

Author/s: Hemming, P

Publisher/Place/Date: Media Unit, Hotel School, Regency College of TAFE, Adelaide, 1991

Description: This manual has an accompanying student handbook.

Availability/Cost: Media Unit, Hotel School, Regency College of TAFE, Days Rd, Regency Park, SA, 5061

$250.00 (manual), $13.25 (student handbook)

Title: **Cultural Awareness for Health Professionals: A Training Manual**

Author/s: Lee, I and Brentnall, R

Publisher/ Place/Date: Multicultural Centre, Sydney College of Advanced Education, Sydney, 1986

Overview: This manual was developed to provide a framework within which cultural awareness courses may be successfully developed. The design of the manual may enable a broader range of personnel in staff training to conduct such courses. Information on all aspects of course planning is given; for example, the venue, duration of courses. It is suggested that three sessions be given, each specifically concentrating on immigration, culture and communication.

Title: **Design and Presentation of Cross-Cultural Sensitivity Programs**

Author/s: Gunn, J

Publisher/ Place/Date: Communication Concepts Pty Ltd, Hall, ACT, 1989

Description: This manual includes OHTs.

Availability/ Cost: Communication Concepts Pty Ltd, PO Box 75,
Hall, ACT, 261

$75.00

Overview: This manual is designed for practitioners who need to develop their background and knowledge to design cross-cultural programs. It provides a comprehensive outline of training techniques and approaches together with references to exercises, case studies, role plays, simulations and videos. Section headings are: cultural diversity, cross-cultural interactions in the workplace, culture-specific presentation, approaches to cross-cultural sensitivity programs, cross-cultural program design, session leader skills, difficulties in cross-cultural sensitivity programs, case study design and presentation, role play and simulation design and presentation, use of videos and 'in-house' marketing of cross-cultural programs.

Title: **ESL in the Mainstream Teacher Development Course**

Author/s: Matwiejczyk, R

Publisher/ Place/Date: Education Department of South Australia

Description: This tutor's manual is in two volumes and is accompanied by a set of four booklets for participants.

Availability/ Cost: Education Department of South Australia, Languages and Multicultural Unit, ph. (08) 337 6777

$140.00 (manual), $29.95 (booklets)

Overview: The course consists of ten workshops. Although it has been written for schools it would also be relevant for teachers of adults from non-English speaking backgrounds. The specific aims of the course are as follows:

- to develop teachers' understanding of the language related needs of NESB students and of ways of meeting those needs
- to develop awareness of materials and teaching approaches which take account of the diverse cultural backgrounds and experiences of students in all classes
- to further develop the collaborative working relationships between classroom/subject teachers and the ESL teachers in their schools, and
- to increase teachers' awareness of the need for ESL programs.

Title: **A Manual of Structured Experiences for Cross-Cultural Learning**

Author/s: Weeks, W H et al. (eds)

Publisher/ Place/Date: Intercultural Press Inc., Yarmouth, Maine, 1986

Overview: This book describes fifty-nine structured learning experiences. The exercises are designed to cover the following: participant introduction and initial group experience, the dynamics of communication, the clarification of values, group process, recognition of feelings and attitudes, community interaction, brainstorming tasks and problems, and multiple objectives. The pros and cons of using structured exercises in intercultural groups is discussed.

Title: **Multicultural Access Training Kit: A Trainer's Manual**

Author/s: Davis, L and Kambouris, N

Publisher/ Place/Date: Canterbury Bankstown Migrant Resource Centre Inc., NSW, 1989

Description: This manual contains eight discreet training modules, group exercises, handouts, OHTs, guides for trainers and a bibliography.

Availability/ Cost: Canterbury Bankstown Migrant Resource Centre, Sydney, ph. (02) 7893744

$120 (organisations), $60.00 (individuals)

Overview: This manual is designed for staff and management for community-based organisations. The aim of the manual is to equip participants with skills to plan, target, provide and manage multicultural programs and services. Areas covered are communication skills, service planning and targetting, developing a multicultural policy, personnel practices, increasing the participation of people from NESB in service delivery and management, developing an effective multilingual information provision program, promotion and publicity, and training skills.

Title: Training Special Need Categories of Employee: Non-Native Speakers of English, Traditional Culture Employees, English speaking Employees with Basic Literacy Deficits, Training for the Physically and Developmentally Disadvantaged

Author/s: Pittman, B

Publisher/ Place/Date: Pittman Training Australia Pty Ltd, Sydney, 1991

Description: This training manual has two volumes.

Availability/ Cost: Pittman Training Australia Pty Ltd, PO Box 288, Strawberry Hills, NSW, 2012, ph. (02) 5693453

$325.00 plus $7.00 postage

Overview: This training manual covers issues which employers of staff from non-English speaking backgrounds (NESB), traditional cultures or other special needs categories, need to keep in mind in their planning, design and delivery of training programs. Written for all trainers, facilitators and supervisors/managers with a role in the design, delivery, evaluation and supervision of internal and external training programs, the manual is a particularly useful guide for those who need to develop an awareness of and applied skills in the planning, design, delivery and evaluation processes of training NESB and traditional culture employees. The manual covers amongst other essential training topics: setting the organisation's 'cultural' parameters and establishing common ground from cultural diversity; identifying NESB, traditional culture and other special need groupings within the organisation; identifying critical issues, steps and processes for the planning, design, conduct and evaluation of training; measurement of longer-term training outcomes and productivity improvements for NESB and traditional culture employees; essential trainer skills and techniques for use with NESB and traditional culture employees; learning strategies, employee motivation, communication processes, group dynamics; identification of relevant training programs and resources for use in training NESB and traditional culture employees.

Title:	**Barriers to Learning in the Cross Cultural Context: Staff Development Program Progress Report**
Author/s:	Hemming, P
Publisher/ Place/Date:	The School of Electronic Engineering, Regency College of TAFE, South Australia, April 1991
Description:	Report
Availability/ Cost:	Educational Services, Regency College of TAFE, Days Rd, Regency Park, SA, 5061 Free

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Title: **The Care of Non-English Speaking Background Residents in Mainstream Nursing Homes and Hostels**

Author/s: Perkons, R

Publisher/Place/Date: Ethnic Communities' Council of SA, Adelaide, 1991

Description: Report

Availability/Cost: Ethnic Communities' Council of SA, 2nd Floor, 13 Leigh St, Adelaide, SA, 5000

$10.00 plus postage

Overview: This report aims to increase the awareness of the need to provide culturally appropriate care to non-English speaking background older people by mainstream services, particularly in nursing homes and hostels. Various issues are identified such as the use of language and communication, and the reliance on family and volunteers to provide services. Strategies to provide culturally appropriate care are recommended.

Title: **Cross-Cultural Communication Issues and Solutions in the Delivery of Legal Services: An Interim Report to the Victorian Law Foundation**

Author/s: D'Argaville, M

Publisher/Place/Date: Centre for Community Languages in the Professions, Monash University, Melbourne, 1991

Description: Report

Availability/Cost: Centre for Community Languages in the Professions, Menzies Building, Monash University, Clayton, Victoria, 3168

Title: **Cross-Cultural Studies for Teacher - Librarians**

Author/s: Yee, H M

Publisher/ Place/Date: School of Education, Monash University College , Gippsland, Victoria, September 1991

Description: Report

Availability/ Cost: School of Education, Monash Univerity College, Gippsland, Churchill, Victoria, 3842, ph. (051) 226369

$10.00

Overview: This is a report on a DEET funded project. The contents include the purpose of the project, schools and the multicultural society, school modules for the training of teacher librarians in the cross-cultural context. The modules include suggestions for activities and resources.

* * *

Title: **Culture-Based Learning Problems Of Asian Students: Some Implications for Australian Distance Educators**

in *ASPESA Papers*, no. 5, pp. 1-12

Author/s: Dunbar, R

Publisher/ Place/Date: Australian and South Pacific External Studies Association (ASPESA), Wagga Wagga, NSW, 1988

Description: Paper

Title: **Maximising Diversity: A Joint Report on the Employment of People of Non-English Speaking Background in the Australian Public Service**

Publisher/ Place/Date: AGPS, The Public Service Commission, May 1990

Description: Report

Availability/ Cost: The EEO Unit, Public Service Commission, Edmund Barton Building, Barton, ACT, 2600, ph. (06) 2723578

Overview: Appendix 4 contains a MAIS Database search report. The search covers worker participation in terms of industrial democracy; discrimination in the labour market; training for the labour market; English in the workplace.

Title: **Multicultural Management Commitment Plan 1991-94**

Publisher/ Place/Date: Office of Tertiary Education, Adelaide, September, 1991

Description: Paper

Availability/ Cost: Office of Tertiary Education, GPO Box 2564, Adelaide, SA, 5001, ph. (08) 2261720

Overview: The SA government has determined that all departments will embark upon a process of Multicultural Management Commitment Planning. This will involve each department preparing triennial Multicultural Management Commitment Plans and lodging them with the South Australian Multicultural and Ethnic Affairs Commission. At the end of the second and third years of each triennium departments will report to the Commission on the operation of their plans. An evaluation of the plan and the two annual reports will provide a basis for formulating the next triennial plan.

Multicultural Management Commitment Planning is to be introduced on a phased basis over a period of three years with the first, human services group of agencies, preparing plans by 30 September 1991. The Office of Tertiary Education is one of those agencies and this plan covers the period 1 October 1991 to 30 September 1994.

This plan is in two parts. The first part contains an introductory statement together with a statement of the Office's mission and objectives. It also contains a summary of the Multicultural Management Commitment Objectives established in the second part of the plan. In the second part of the plan the Office's achievements are examined in relation to each of the six key performance areas identified by the government for these purposes. The scope for future development is then considered and objectives and strategies for the period of the plan are established.

Multicultural Training Assessment and Strategy for the Sydney Water Board

Author/s: Tsoukatos, A

Publisher/Place/Date: Water Board, Sydney, 1992

Description: Report

This is a strategic planning document.

Availability/Cost: Angela Tsoukatos, Water Board, PO Box A53, Sydney South, 2000, ph. (02) 2695882

Free

Overview: This document describes a three year action plan for cross-cultural training at the Water Board. The action plan is for senior management and the training is for staff throughout the organisation. The cross-cultural training recommended is a mix of skills development, cross-cultural awareness and information dissemination, and should be integrated into existing training programs as far as possible.

Title: NESB students at Regency Park

Author/s: Hemming, P

Publisher/Place/Date: Regency College of TAFE, Adelaide, 1990

Description: Paper

Availability/Cost: Educational Services, Regency College of TAFE, Days Rd, Regency Park, SA, 5061

Free

Overview: This paper addresses the educational needs of NESB students in vocational courses and discusses strategies.

Title: **Performance Indicators for Aboriginal Programs in TAFE: A Discussion Paper**

Author/s: Smillie, R

Publisher/ Place/Date: National TAFE Clearinghouse, TAFE National Centre for Research and Development, Adelaide, 1990

Description: Paper

Availability/ Cost: National TAFE Clearinghouse, 252 Kensington Road, Leabrook, SA, 5068

Free (photocopy)

Overview: This paper focuses on Aboriginal people from community areas who, upon graduation, either choose to return to those areas or to seek employment in an urban environment. It addresses performance indicators in TAFE from a cross-cultural perspective, in order to highlight the inappropriateness of applying commonly used indicators from mainstream TAFE across cultural boundaries to Aboriginal programs.

Title: **Progressive Staff Development in the Light of Reality: with Special Reference to Cross-Cultural and Overseas Students**

Author/s: Phillips, D J

Publisher/ Place/Date: University of Canberra, Canberra, 1991

Description: Paper (full version)

Overview: This paper considers six realities of the context in which the interaction between university staff and cross-cultural and overseas students occurs. These six realities are: Australia's position in Asia; the changed face of the student body; staff perceptions of overseas students' study problems; the adjustment academic staff are willing to make towards cross-cultural and overseas students; staff preparedness to teach both Australian and overseas students; and, the difficulties of implementing staff development in teaching. Finally, the challenges of developing strategies to overcome the problems associated with the sixth reality are presented.

Title: **Public Contact Staff Training in Multicultural Australia**

Author/s: Australian Public Service Ethnic Liaison Officer Scheme Working Group No. 3

Publisher/ Place/Date: AGPS, Canberra, 1986

Description: Report

Overview: This is a report on the need for the development of training materials for public contact staff dealing with migrants from culturally diverse backgrounds. The report includes the group's recommendations, and discusses multicultural training, strategies and resources. An annotated listing of cross-cultural training materials (background reading, audio visual resources and simulation games) is attached as well as a list of resource personnel and organisations.

Title: **Report: Literature Search and Materials Review Phase One: Toward Development of a National Staff Training Package to Support TAFE Staff Working with Non-English Speaking Background (NESB) Clients**

Author/s: Nicholas Sexton, E and Hemming, P

Publisher/Place/Date: Equal Opportunities Unit, Department of Employment and Technical and Further Education, Adelaide, January 1992

Description: Report

Overview: This is the report of Phase One of a national project, *Cross-Cultural Training Package for TAFE Staff Working with Non-English Speaking Background Clients.* It includes recommendations for Phase Two of the three phase project.

Title: **Report on the Establishment of the Workplace Learning Centre**

Author/s: Virgona, C

Publisher/Place/Date: Containers Packaging/AMES, Melbourne, 1992

Description: Report

Availability/Cost: AMES, 1st Floor, Myer House, 250 Elizabeth St, Melbourne, 3000

Overview: This report aims to provide a model for mainstreaming trainees with language and literacy difficulties with other trainees undertaking industry certificate courses, and to incorporate the development of key communication skills for workers in new industry structures linking skill development with shop floor practices.

The report covers the following: an overview of an earlier study looking at the learning needs of workers which resulted in a learner profile of anxious learners and self directed learners and recommendations for establishing a Workplace Learning Centre; the processes in establishing the Centre; a description of the work of the Centre including the support system, a model for the development of workplace communication skills, evaluation, and guidelines for transferring the Centre to other enterprises.

The model offers an option for industry committed to workplace delivery whereby: the diverse needs of trainees can be catered for; close links can be forged between the specific skill development that industry requires and the training provision; industry trainers can develop some specialised skills in responding to the needs of trainees and of industry.

Title:	**SA AMES Counsellors' Workshop** in *SA AMES Counsellors' Conference Collected Works Proceedings*
Author/s:	Mitchell, R
Publisher/ Place/Date:	Adelaide College of TAFE, Adult Migrant Education Service, Adelaide, 1985
Description:	Report
Availability/ Cost:	SA TAFE Clearinghouse, SA TAFE, GPO Box 2352, Adelaide, SA, 5001: TD/SA12:5, microfiche Free
Overview:	The workshop booklet is a report of a conference held for counsellors in the SA AMES. This conference took participants through a series of training exercises designed to develop not only knowledge and awareness of cross-cultural issues in counselling, but also skills in intercultural communication. Each activity is described along with the participants' subjective response to it. Background material is also included, much of this being taken from SIETAR publications.

Title: **Steps to Success: Improving the Participation of People of Non-English Speaking Background in TAFE: Strategies Developed at Prahran College of TAFE**

Author/s: Bowen, R and Dalgovind, D

Publisher/ Place/Date: Prahran College of TAFE, Melbourne, 1991

Description: Report

Availability/ Cost: Student Services, Prahran College of TAFE, 144 High St, Prahran, Victoria, 3181, ph. (03) 5226734

Free

Overview: This report investigates the barriers to participation in mainstream TAFE courses for migrants of non-English speaking background and develops strategies to increase their participation.

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SIMULATIONS AND TRAINING PACKAGES

Title: **Aboriginal and Torres Strait Island Cross-Cultural Awareness Training Package**

Author/s: Gunn, J

Publisher/ Place/Date: Staff Training and Development, DEET, Canberra, 1992

Overview: This package has three elements: an awareness training package for non-Aboriginal and Torres Strait Islander staff; programs for ATSI staff working with non-ATSI staff; and, modules for awareness training sessions on ATSI culture for inclusion in management, supervision, recruitment and selection, and interview techniques programs.

The package has the following seven main parts:

- examples of ATSI cross-cultural awareness training programs
- background material including current facts and information, historical perspective, traditional culture, and cultural diversity
- serving the ATSI community/clients, and managing ATSI staff for non-ATSI supervisors
- cross-cultural training exercises
- ATSI cross-cultural program design and presentation
- dealing with group dynamics in a training session
- a list of resources, trainers, and venues.

Title: **Conflict or Challenge? Cross-Cultural Issues in Australia**

Publisher/Place/Date: Audio-Visual Unit, University of NSW, Sydney, 1989

Description: This package consists of a video, 46 minutes, and a workshop manual.

Availability/Cost: Audio-Visual Unit, University of NSW, PO Box 1, Kensington, NSW, 2033, ph. (02) 6973165

$90.00

Overview: The video shows twenty trigger films ranging in length form 20 seconds to six minutes, demonstrating problems and situations which may arise during the interaction of people from different cultures. Situations range from child-care and hospital to working conditions. Each situations sets a scene but provides no resolution. The intention is to stimulate discussion about the issues by the viewers. The workshop manual has a set of questions and further information for each situation.

Title: Cross-Cultural Encounters

Publisher/ Place/Date: Audio-Visual Unit, University of NSW, Sydney, 1986

Description: This package consists of a video, 45 minutes, and a workshop manual.

Availability/ Cost: Audio-Visual Unit, University of New South Wales,
PO Box 1, Kensington, NSW, 2033, ph. (02) 6973165

$90.00

Overview: This video shows a series of 29 role plays, ranging in length from five seconds to three minutes, demonstrating problems which may arise during interaction between people from different cultures in everyday situations. They are designed to trigger discussion rather than offer solutions, and are accompanied by a workshop manual which has a set of questions and further information for each situation.

Title: Crosstalk at Work: Cross-Cultural Communication in the Workplace

Publisher/ Place/Date: BBC Enterprises Australia and New Zealand, Sydney, 1991

Description: This package consists of two twenty-five minute videos and a trainer's guide.

Availability/ Cost: BBC Training Videos, Suite 101, William Street,
East Sydney, NSW, 2011, ph. (02) 3603111

$599 plus sales tax

Overview: The difficult area of cross-cultural communication is never too far from the agenda in today's culturally diverse organisation. Even when everybody speaks English fluently, different backgrounds produce different styles of communicating, different assumptions and different expectations, all of which can have an impact on communication and the efficiency and morale of the people you work with.

Crosstalk at Work is a video training package that promotes an awareness of these differences. It analyses typical situations in the workplace where cross-cultural communication difficulties arise.

By blending case studies with analysis, *Crosstalk at Work* heightens awareness of the problems faced by cultural minorities at work. The situations shown on the video provide a broad yet accurate picture of how communication difficulties arise and can be recognised and prevented.

Instead of using scripted actors and situations to illustrate good and bad practices, the video shows real people in their normal work roles. The case studies show genuinely unconscious assumptions and language use from everyday work situations.

The training package includes over 90 pages of training notes that advise on how to use the video to its full potential by giving a variety of training programmes and in-depth analyses.

Title:	**Deedeekun - the Simulation**
Author/s:	Kenyon, C
Publisher/ Place/Date:	Good and Better Publishing, Melbourne, 1990
Description:	This simulation includes instruction sheets and cards.
Availability/ Cost:	Good and Better Publishing, 19/8 The Strand, Williamstown, Victoria, 3016 $35.00
Overview:	*Deedeekun* is a new simulation which has been designed to overcome the limitations of more traditional simulations, such as *Bafa-Bafa*. It has proved to be extremely successful and has been enthusiastically received by many universities, colleges and training organisations around Australia. *Deedeekun* takes around 50 minutes to play, and 30 minutes are used for debriefing participants. It can be played with 6 or more participants, with no maximum number, and during the simulation, everyone can be continuously involved, there being no repetitious tasks.

Title:	**Face to Face**
Publisher/ Place/Date:	National Association of Citizens' Advice Bureaus Vision, UK, 1987
Description:	This package consists of a 20 minute video and a trainer's guide.
Availability/ Cost:	OMN Productions, GPO Box 1391, Sydney, NSW, 2001, ph. (02) 2818924 $250.00
Overview:	This is a training video for frontline staff. Anyone whose job brings them into contact with members of the public will inevitably encounter people who might be termed 'awkward clients'. *Face to Face* helps staff to learn to develop a sophisticated range of coping skills in these situations. It presents a series of trigger scenes with people talking directly to the camera, provoking a variety of emotions in the viewer including embarrassment, fear, discomfort, anger, confusion and prejudice. The video deals with problems that may be encountered such as sexual harassment, racial and ethnic differences, culture, class and language. *Face to Face* comes with an accompanying trainer's manual.

Title:	**Home and Community Care in a Multicultural Society: A Training Package for Direct Care Staff, Supervisors and Planners in HACC Services in Victoria**
Author/s:	Deasey, M
Publisher/ Place/Date:	Ecumenical Migration Centre, Melbourne, 1991 (revised ed.)
Description:	This package includes eleven discrete modules, OHTs, background reading and lecturettes, reference lists, simulation games, handouts and role plays.
Availability/ Cost:	Ecumenical Migration Centre Bookshop, 125 Leicester Street, Fitzroy, Victoria, 3065 $39.95
Overview:	The modules have been divided into material relevant for direct care staff and material relevant for managerial and supervisory staff. The material covers 'core' and 'contextual' issues which means that it is flexible and suitable for a cross-section of trainers inside and outside the field of home and community care. The modules include topics such as understanding the non-English speaking background experience, service provision in Australia (an historical context), focussing on home and community care, language and communication, using appropriate English, resettlement, stereotyping and communication, ageing in ethnic communities, disability in ethnic communities, and information strategies for the ethnic communities.

Title:	**Intercultural Communication Program: Training for Teachers of Overseas Students**
Author/s:	Gunn, J
Publisher/ Place/Date:	Communication Concepts Pty Ltd, Hall, ACT, 1991
Description:	This training package includes notes for session leaders, session design and outline, case studies, exercises and role plays.
Availability/ Cost:	Communication Concepts Pty Ltd, PO Box 75, Hall, ACT, 2618
Overview:	This package is based on a workshop on cross-cultural communication and conflict resolution. The aim of the workshop was to develop an understanding of the issues facing overseas students studying in a different cultural context and to explore approaches to various situations. The workshop included sessions on cultural diversity, overseas students' issues, cross-cultural communication and counselling, and cross-cultural conflict resolution.

Title: Majority Retreat: Facing Racism at Work

Publisher/ Place/Date: Audio-Visual Unit, University of New South Wales, Sydney, 1986

Description: This package consists of a video, 18 minutes, and a trainer's guide.

Availability/ Cost: OMN Productions, GPO Box 1391, Sydney, NSW, 2001, ph. (02) 2818924

$300.00

Overview: These nine trigger films are designed to stimulate discussion by portraying incidents which raise particular issues related to racism. The films look at issues associated with selection, acceptance and promotion. They are based on the premise that racism is prejudice plus power, but assumes that people may be conscious, unconscious or uncertain of their prejudices. This video is accompanied by a comprehensive training manual which explains how to use each of the triggers in a training situation.

Title:	**Multicultural and Cross-Cultural Supplementation Program: Teaching in a Multicultural Classroom**
Author/s:	Dalglish, C
Publisher/ Place/Date:	Department of Employment, Vocational Education, Training and Industrial Relations, Brisbane, 1990
Description:	This package consists of sixteen separately bound units, two videos and OHT masters. It is available in two versions: one for the classroom environment and one for use in distance education.
Availability/ Cost:	National Curriculum Projects Branch C/- Mr Jack Harris, QDEC, GPO Box 1326, South Brisbane, Queensland, 4001 $135.00 plus postage (for TAFE)
Overview:	Units cover the multicultural classroom, stereotyping and teacher expectations; a real Australian; integration and assimilation; prejudice, discrimination and equity; racism; learning materials; cross-cultural communication; Aboriginal Australian history; introduction to Aboriginal Australian issues; immigrants in Australia; the migrant experience; refugees in Australia; and, the refugee experience. Each unit includes a resource list and teaching strategies.

Title: **Multiculturalism in Conflict**

Publisher/ Place/Date: Division of Educational Resources for the Multicultural Education Unit, NSW Department of TAFE, Sydney, 1988

Description: This package consists of three videos and a training manual.

Availability/ Cost: Multicultural Access Centre, Ground Floor, 6-8 Holden Street, Ashfield, NSW, 2131, ph. (02) 7995933 or, Educational Resources Division, NSW Department of TAFE, PO Box K638, Haymarket, NSW, 2000

$475.00

Overview: This kit addresses the issues of anti-racism, ethnic affairs and cross-cultural skills. It includes twenty-one emotional triggers using archival footage, interviews, dramatised situations and debates. The comprehensive training manual provides background information and documentation, research and statistics, references and suggested training strategies. The kit has wide applicability in education and in workplace training. It can form the basis of specific multicultural and EEO programs or it can be used to augment programs in many related fields, such as human resource management and organisational development.

The producers emphasise that it is vital that the kit be used by trainers or teachers with a thorough knowledge of the issues dealt with in the kit and with skills and experience in group facilitation, particularly with controversial material.

Title:	**Providing Service in a Culturally Diverse Society: A Training Package for Public Contact Staff of the Department of Social Security**
Author/s:	Lee, I
Publisher/ Place/Date:	Benefits and General Training Unit, Central Office, Department of Social Security, Canberra, 1990
Description:	This package includes handouts, OHTs, notes for trainers, mini lectures, exercises and videos.
Availability/ Cost:	Training Branch, Client Services Unit, Central Office, Department of Social Security, Canberra
Overview:	This five and a half hour training program is designed to provide training for public contact staff which will result in the improvement of the quality of service to clients from non-English speaking backgrounds. Sessions cover topics such as the diversity of the Australian population, immigration issues and policies, the migrant experience, the identification of barriers to cross-cultural service provision, the use of interpreters, and interviews with clients.

Title:	**Providing Service in a Culturally Diverse Society: A Training Package for Regional and Area Managers of the Department of Social Security**
Author/s:	Lee, I
Publisher/ Place/Date:	Benefits and General Training Unit, Central Office, Department of Social Security, Canberra, 1990
Description:	This package includes notes for trainers, handouts, OHTs and videos.
Availability/ Cost:	Training Branch, Client Services Unit, Central Office, Department of Social Security, Canberra
Overview:	This three to four hour training program is designed to assist managers to develop and implement strategies that will bring out improvement in the quality of service to clients of non-English speaking backgrounds. Sessions cover topics such as the diversity of the Australian population, reasons for Access and Equity Plans and implementation of strategies in the Access and Equity Plan.

Title:	**Simulation Games 1-4**
Author/s:	Baker, P and Marshall, M (comps), Games 1 and 2 Baker, P (comp), Games 3 and 4
Publisher/ Place/Date:	The Joint Board of Christian Education, Melbourne, 1986 (Games 1, 2, 3), 1992 (Game 4)
Description	These simulations are in four separate volumes.
Overview:	These books present a variety of simulation games, some of which would be appropriate for cross-cultural training and others which could be adapted. The books cover how to use simulation games, debriefing, evaluation, and how to create your own simulations.

Title: **Story, Music and Movement: Aboriginal Child Care Support Materials**

Author/s: Atkinson, S and Lovett, J

Publisher/Place/Date: TAFE Off-Campus Co-ordinating Authority, Royal Melbourne Institute of Technology, September 1991

Description: This package consists of three booklets, one audiocassette and one video.

Availability/Cost: TAFE Off-Campus Co-ordinating Authority, 143 Franklin Street, Melbourne, Victoria, 3000, ph. (03) 3208165

$25.00

Overview: These materials were developed to enhance cultural identity and awareness of Koori child care workers, and to provide practical examples in story, music and movement, for use in child care environments.

The following areas are covered in the materials:

- Koori identity and community values in child care
- use of Koori cultural materials for children's activities in story, music and movement
- importance of Koori elders as a contact with cultural traditions and on-going Koori values
- key developmental abilities of pre-school children.

Title: Training a Multicultural Workforce

Author/s: Dyer, P

Publisher/Place/Date: Hobart Technical College, Hobart, 1992

Description: This training package includes OHTs, videos, illustrations, graphs, a bibliography and a reference list.

Availability/Cost: Hobart Technical College

Overview: The aim of this practical material is to assist supervisors in industry to understand and deal with communication issues that arise when managing and working with a multicultural workforce. The following areas are covered in the package: how we communicate in the workforce, communicating by speaking and listening, communicating by reading and writing, cultural issues, problem-solving in the workplace, and language and training.

Title: **Ways of Working: Training Package for Non-Aboriginal People**

Author/s: Centre for Aboriginal Studies

Publisher/ Place/Date: Centre for Aboriginal Studies, Curtin University of Technology, Perth, 1991

Description: This training package consists of a staff training component which includes a three day train-the-trainer program and follow-up support, and a resources component which consists of a trainer's guide, seven content modules and a materials folder containing OHTs, roleplays, background reading, scenarios and resource lists.

Availability/ Cost: This package is only available as part of a training program conducted by the Centre for Aboriginal Studies.

Overview: This training package is designed to provide Aboriginal staff in government and non-government organisations with the means to develop and conduct training programs that will assist non-Aboriginal staff to identify and analyse areas of difficulty that can exist in working with Aboriginal people as clients and co-workers, and develop the skills and awareness needed to adapt present behaviours so that these difficulties can be circumvented or overcome.

Title:	**Working Together: Managing Cultural Diversity**
Publisher/ Place/Date:	Hal Calbom, USA, 1990
Description:	This package consists of a 25 minute video, a trainer's guide and five trainee's guides.
Availabiity/ Cost:	Prime Learning Australia, PO Box 1051, Springwood, Qld, 4127, ph. (07) 8411061 $395.00
Overview:	Working with people who look, believe or act differently from you can be difficult or uncomfortable. This video-book programme introduces experts who help viewers to understand and respect people from other cultures and be understood and respected by them in return. It teaches viewers how to manage their minds, their words and their unspoken language to become more effective in a multicultural environment.

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JOURNALS

JOURNALS - AUSTRALIAN

Included in this section are overseas and Australian journals. Journals listed include not only those referred to in the entries in the guide but also those that could be useful in the search for further current information in cross-cultural communication. To simplify access to journals and journal articles a number of journal indexes, for example Ulrichs, have also been included. The section is arranged alphabetically by journal title.

APAIS
(Australian Public Affairs Information Service)

ATESOL Bulletin
Association of Teachers of English to Speakers of Other Languages

Australian Education Index

Australian Journal of Adult Education
Australian Association of Adult Education

Australian Journal of Advanced Nursing
Australian Nursing Federation

Australian Journal of Communication
School of Communication, Queensland University of Technology

Australian Journal of Early Childhood
Australian Early Childhood Association

Australian Journal of Education
Australian Council for Educational Research

Australian Journal of Educational Technology

Australian Journal of Psychology
British Psychological Society, Australian Branch

Australian Journal of the Ageing
Australian Council on the Ageing

251

Australian Psychologist
Australian Psychological Society

Australian Quarterly
Australian Institute of Political Science

Australian Review of Applied Linguistics
Applied Linguistics Association of Australia

Babel
Journal of Australian Federation of Modern Language Teachers' Associations

BIR Bulletin
Bureau of Immigration Research

Breakthrough

Current Index to Journals in Education

Education Australia

Ethnic Spotlight: Journal of the Federation of Ethnic Communities' Councils of Australia Inc.
Federation of Ethnic Communities' Councils of Australia

Focus

Focus for a Multicultural Australia
Office of Multicultural Affairs, Department of the Prime Minister and Cabinet

Higher Education Research and Development
Higher Education Research and Development Society of Australia

Journal of Vietnamese Studies
Australian Association of Vietnamese Studies

Medical Journal of Australia
Australian Medical Association

Migration
Commonwealth Department of Immigration, Local Government and Ethnic Affairs, Canberra

Migration Action
Ecumenical Migration Centre, Melbourne

Migration Monitor
Centre for Migration Studies, Sydney

Mosaic: Newsletter of the Australian Institute of Multicultural Affairs

Multicultural Forum: Newsletter of the SA Ethnic Affairs Commission
SA Ethnic Affairs Commission

Multicultural Life

Multicultural Marketing News
Ethnic Communications Pty Ltd

Multicultural News
NSW Department of Education

Network for Intercultural Communication Newsletter
Network for Intercultural Communication Australia

On the Move
Australian Bicentennial Multicultural Foundation

Prospect: A Journal of Australian TESOL (Teachers of English to Speakers of Other Languages)

Prospect: The Journal of the Adult Migrant Education Program

Quadrant
Australian Committee For Cultural Freedom

Spectrum
Tasmanian Department of Education and the Arts

TAFE Multicultural Education Newsletter

Training and Development in Australia
Australian Institute of Training and Development

VATME Newsletter
Victorian Association of TESOL and Multicultural Education

Victorian Ethnic Affairs Commission Newsletter

JOURNALS - OVERSEAS

Academy of Management Review (USA)
Academy of Management

The Advising Quarterly for Professionals in International Education

Cross Currents (Japan)
Language Institute of Japan

International and Intercultural Communication Annual (USA)

International Journal of Intercultural Relations (USA)
Society for International Education, Training and Research

International Journal of the Sociology of Language (Germany)

Journal of Advanced Nursing (UK)

Journal of Counseling and Development (USA)
American Association for Counseling and Development

Journal of Cross-Cultural Psychology (USA)
International Association for Cross-Cultural Psychology

Journal of Family Therapy (UK)
Association of Family Therapy

Journal of Intercultural Studies (Japan)
Kansai University of Foreign Studies, Intercultural Research Institute

Journal of Language and Social Psychology (UK)

Journal of Multicultural Counseling and Development
Association for Multicultural Counseling and Development (USA)

Journal of Multilingual and Multicultural Development (UK)

Journal of Teacher Education (USA)
American Association of Colleges for Teacher Education

Language in Society (UK)

Language Teaching (UK)
Centre for Information on Language Teaching and Research

Social Sciences and Humanities Index (USA)

Social Sciences Citation Index (USA)
Institute for Scientific Information

South Pacific Journal of Teacher Education (South Pacific)
South Pacific Association for Teacher Education

Studies in Second Language Acquisition (UK)

Ulrichs' International Periodicals Directory (USA)

Vox (UK)
Voluntary Committee on Overseas Aid and Development

AUDIO VISUAL RESOURCES

AUDIO VISUAL RESOURCES

Title:	**Bridging the Gap: Professional Communication in Local Government**
Author/s:	Local Government Video Promotions Unit, NSW
Publisher/ Place/Date:	Canterbury Municipal Council, Sydney, 1990
Description:	Video, 16 minutes, booklet
Availability/ Cost:	Canterbury Municipal Council or NSW Department of Local Government (Contact Glenis Lloyd on (02) 7930695.) Free
Overview:	The aim of the video is to promote effective communication between council staff and residents of non-English speaking background. A number of scenarios are presented to highlight the key steps to effective communication: identifying the language and how to use bilingual staff and interpreters effectively. The pitfalls of not using appropriate resources, such as using family members as interpreters are also outlined.

Title: Chandler's First Case: Aboriginal Cultural Awareness Training Video

Publisher/ Place/Date: Townsville Aboriginal and Islander Media Association, Townsville and Open Channel Productions Ltd, Fitzroy, 1989

Description: Video, 22 minutes

Availability/ Cost: Open Channel Productions Ltd, 13 Victoria Street, Fitzroy, Victoria, 3065, ph. (03) 4195111

Overview: *Chandler's First Case*, an entertaining detective drama deals with the need for more flexible interviewing technique. A more responsive and relaxed approach to individual clients will encourage them to provide the information that is needed for better service. The moral of the story is: don't be blinded by preconceived approaches - keep your mind open.

Title: Child at the Centre

Publisher/ Place/Date: SBS, Sydney, 1991

Description: Video, 30 minutes

Part of *Australian Mosaic*, Series 2

Availability/ Cost: SBS Marketing, PO Box 028, Milsons Point, NSW, 2061, ph. (02) 9642828

$45.00

Overview: Parents and childcare workers talk about multiculturalism. Rather than separate and draw attention to differences, the childcare experts create an environment where cultures fuse and blend. Shows a 'hands on' approach to early childhood education that benefits all children whatever their cultural background.

Title:	**Conflict or Challenge? Cross-Cultural Issues in Australia**
Publisher/ Place/Date:	Audio-Visual Unit, University of NSW, Sydney, 1989
Description:	Video, 46 minutes, workshop manual
Availability/ Cost:	Audio-Visual Unit, University of NSW, PO Box 1, Kensington, NSW, 2033, ph. (02) 6973165 $90.00
Overview:	The video shows twenty trigger films ranging in length from 20 seconds to 6 minutes, demonstrating problems and situations which may arise during the interaction of people from different cultures. Situations range from child-care and hospital to working conditions. Each situations sets a scene but provides no resolution. The intention is to stimulate discussion about the issues by the viewers. The workshop manual has a set of questions and further information for each situation.

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Title: Cross-Cultural Encounters

Publisher/Place/Date: Audio-Visual Unit, University of NSW, Sydney, 1986

Description: Video, 45 minutes, workshop manual

Availability/Cost: Audio-Visual Unit, University of New South Wales,
PO Box 1, Kensington, NSW, 2033, ph. (02) 6973165

$90.00

Overview: This video shows a series of 29 role plays, ranging in length from five seconds to three minutes, demonstrating problems which may arise during interaction between people from different cultures in everyday situations. They are designed to trigger discussion rather than offer solutions, and are accompanied by a workshop manual which has a set of questions and further information for each situation.

Title: Cross Currents

Publisher/Place/Date: SBS, Sydney, 1992

Description: Video, 30 minutes

Part of *Australian Mosaic*, Series 2

Availability/Cost: SBS Marketing, PO Box 028, Milsons Point, NSW, 2061,
ph. (02) 9642828
$45.00

Overview: Focusing on health services designed for middle-class Anglo-Saxons, this documentary exposes the plight of minority groups. Cross-cultural communication emerges as a realistic way of breaking through the miasma of inaccurate diagnoses, inappropriate treatments and misunderstood instructions which dog the health care of people of minority cultures.

Title: **Crosstalk at Work: Cross-Cultural Communication in the Workplace**

Publisher/Place/Date: BBC Enterprises Australia and New Zealand, Sydney, 1991

Description: Two twenty-five minute videos, trainer's guide

Availability/Cost: BBC Training Videos, Suite 101, William Street,
East Sydney, NSW, 2011, ph. (02) 3603111

$599 plus sales tax

Overview: The difficult area of cross-cultural communication is never too far from the agenda in today's culturally diverse organisation. Even when everybody speaks English fluently, different backgrounds produce different styles of communicating, different assumptions and different expectations, all of which can have an impact on communication and the efficiency and morale of the people you work with.

Crosstalk at Work is a video training package that promotes an awareness of these differences. It analyses typical situations in the workplace where cross-cultural communication difficulties arise.

By blending case studies with analysis, *Crosstalk at Work* heightens awareness of the problems faced by cultural minorities at work. The situations shown on the video provide a broad yet accurate picture of how communication difficulties arise and can be recognised and prevented.

Instead of using scripted actors and situations to illustrate good and bad practices, the video shows real people in their normal work roles. The case studies show genuinely unconscious assumptions and language use from everyday work situations.

The training package includes over 90 pages of training notes that advise on how to use the video to its full potential by giving a variety of training programmes and in-depth analyses.

Title: Cultural Crossroads

Publisher/ Place/Date: Video Image Productions, Brisbane, 1988

Description: Video, 15 minutes, brochure

Availability/ Cost: Manager of Aboriginal and Torres Strait Islanders Services Unit, DSS, GPO Box 1088, Brisbane, 4001, ph. (07) 8648013

Free

Overview: *Cultural Crossroads* is an informational video designed to help DSS staff better understand the cultural differences they may face when in contact with indigenous people.

In an effort to increase awareness of these problems, the video also raises various topics for discussion. Included at the end of the video are three trigger segments designed specifically to raise certain questions, highlight problems, and stimulate discussion.

Also accompanying this video is a brochure, which outlines the major elements of the video including:

- history of Aborigines and Islanders in Australia
- cultural differences and how to react to them, and
- the use of the Liaison Officer.

Title:	**Experience Australia, More Than a Fair Chance: Job Interview Techniques for Migrants**
Author/s:	McCarthy, P et al.
Publisher/ Place/Date:	La Trobe University Language Centre, Melbourne, 1990
Description:	Video, booklet
Availability/ Cost:	La Trobe University Language Centre
Overview:	The video is aimed at job seekers and selectors to build cross-cultural awareness of the causes of misunderstanding in job interviews and to develop strategies for repair.

Title:	**Face to Face**
Publisher/ Place/Date:	National Association of Citizens' Advice Bureaus Vision, UK, 1987
Description:	Video, 20 minutes, trainer's guide
Availability/ Cost:	OMN Productions, GPO Box 1391, Sydney, NSW, 2001, ph. (02) 2818924 $250.00
Overview:	This is a training video for frontline staff. Anyone whose job brings them into contact with members of the public will inevitably encounter people who might be termed 'awkward clients'. *Face to Face* helps staff to learn to develop a sophisticated range of coping skills in these situations. It presents a series of trigger scenes with people talking directly to the camera, provoking a variety of emotions in the viewer including embarrassment, fear, discomfort, anger, confusion and prejudice. The video deals with problems that may be encountered such as sexual harassment, racial and ethnic differences, culture, class and language. *Face to Face* comes with an accompanying trainer's manual.

Title: Faces of Culture in Health Care

Publisher/ Place/Date: Medical Cassette Service of the Centre for Continuing Medical Education, University of New South Wales, Sydney, 1986

Description: Set of four audiocassettes, booklet

Availability/ Cost: Medical Cassette Service of the Centre for Continuing Medical Education, University of New South Wales, ph. (02) 6973060

$48.00 for the set

Overview: The four tapes are entitled *The Indochinese*, *The Lebanese*, *The Europeans and Latin Americans*, and *Communicating across the Language Barrier.* They are designed to increase health professionals' awareness of the background of migrant patients and to provide them with strategies when communicating with patients who have little English.

Title: G'Day

Publisher/ Place/Date: SBS, Sydney, 1991

Description: Video, 60 minutes

Part of *Changing Australia*, Series 2

Availability/ Cost: SBS Marketing, PO Box 028, Milsons Point, NSW, 2061, ph. (02) 9642828

$60.00

Overview: Tourism is Australia's fastest growing industry. In this kaleidoscope of multi-lingual and cross-cultural activities, Australians of different linguistic and cultural backgrounds bring their expertise to the tourist industry.

Title: **In Good Company**

Publisher/Place/Date: Health Media and Education Centre, New South Wales Department of Health, Sydney, 1988

Description: Video, 29 minutes

Availability/Cost: Health Media and Education Centre, NSW Department of Health, PO Box 450, Crows Nest, NSW, 2065, ph. (02) 4394288

$35.00

Overview: Six people from non-English speaking backgrounds are interviewed about how older people cope with living and ageing in a culture other than that of their origin. They discuss isolation, language and communication difficulties, access to information and services, mobility, cross-cultural friendships, and health and expectations of family and community.

Title: **Learning at Home: an Australian/Arabic Family**

Publisher/Place/Date: Stoney Desert Productions and the University of Technology Sydney, 1988

Description: Video, 25 minutes

Overview: This video is one of a series of programmes that looks at Australian families from different ethnic backgrounds, emphasizing the importance of play in child development.

Title: Majority Retreat: Facing Racism at Work

Publisher/ Place/Date: Audio-Visual Unit, University of New South Wales, Sydney, 1986

Description: Video, 18 minutes, trainer's guide

Availability/ Cost: OMN Productions, GPO Box 1391, Sydney, NSW, 2001, ph. (02) 2818924

$300.00

Overview: These nine trigger films are designed to stimulate discussion by portraying incidents which raise particular issues related to racism. The films look at issues associated with selection, acceptance and promotion. They are based on the premise that racism is prejudice plus power, but assumes that people may be conscious, unconscious or uncertain of their prejudices. This video is accompanied by a comprehensive training manual which explains how to use each of the triggers in a training situation.

Title: Message Delivered?

Publisher/ Place/Date: Victoria Police Video Production Section, Glen Waverley, Victoria, 1989

Description: Video, 7 minutes

Overview: This video is designed for use in police training. It shows two police officers delivering a warrant for a drink-driving offence to a non-English speaking man at his house. His wife acts as an interpreter. Each police officer reacts differently to the situation.

Title:	**Moments Like These: Aboriginal Cultural Awareness Training Video**
Publisher/ Place/Date:	Townsville Aboriginal and Islander Media Association, Townsville and Open Channel Productions Ltd., Fitzroy, 1989
Description:	Video, 26 minutes
Availability/ Cost:	Open Channel Productions Ltd, 13 Victoria Street, Fitzroy, Victoria, 3065, ph. (03) 4195111
Overview:	*Moments Like These* looks at Australian cinema classics past and present as a means of identifying images of 'the Aboriginal' which white Australia has constructed for itself over the years. By revealing these layers of non-Aboriginal thinking it is possible to move towards true cross-cultural awareness.

Title: **Multicultural and Cross-Cultural Supplementation Program: Teaching in a Multicultural Classroom**

Author/s: Dalglish, C

Publisher/Place/Date: Department of Employment, Vocational Education, Training and Industrial Relations, Brisbane, 1990

Description: This kit consists of sixteen separately bound units, two videos and OHT masters. It is available in two versions: one for the classroom environment and one for use in distance education.

Availability/Cost: National Curriculum Projects Branch
C/- Mr Jack Harris, QDEC, GPO Box 1326, South
Brisbane, Queensland, 4001

$135.00 plus postage (for TAFE)

Overview: Units cover the multicultural classroom, stereotyping and teacher expectations; a real Australian; integration and assimilation; prejudice, discrimination and equity; racism; learning materials; cross-cultural communication; Aboriginal Australian history; introduction to Aboriginal Australian issues; immigrants in Australia; the migrant experience; refugees in Australia; and, the refugee experience. Each unit includes a resource list and teaching strategies.

Title: Multiculturalism in Conflict

Publisher/Place/Date: Division of Educational Resources for the Multicultural Education Unit, NSW Department of TAFE, Sydney, 1988

Description: This kit consists of three videos and a training manual.

Availability/Cost: Multicultural Access Centre, Ground Floor, 6-8 Holden Street, Ashfield, NSW, 2131, ph. (02) 7995933 or, Educational Resources Division, NSW Department of TAFE, PO Box K638, Haymarket, NSW, 2000

$475.00

Overview: This kit addresses the issues of anti-racism, ethnic affairs and cross-cultural skills. It includes twenty-one emotional triggers using archival footage, interviews, dramatised situations and debates. The comprehensive training manual provides background information and documentation, research and statistics, references and suggested training strategies. The kit has wide applicability in education and in workplace training. It can form the basis of specific multicultural and EEO programs or it can be used to augment programs in many related fields, such as human resource management and organisational development.

The producers emphasise that it is vital that the kit be used by trainers or teachers with a thorough knowledge of the issues dealt with in the kit and with skills and experience in group facilitation, particularly with controversial material.

TITLE: On the Other Side of the Counter

Publisher/ Place/date: Green Ant Research and Publishing, Darwin, 1991

Description: Video, 25 minutes, notes

Availability/ Cost: Department of Social Security, Area North Australia, GPO Box 2436, Darwin, NT, 0801, ph. (089) 430330

$150.00

Overview: This training film was made for staff of the Department of Social Security and is aimed at increasing awareness of, and sensitivity to, the culture of Aboriginal Australians. Through a role reversal sequence filmed in Darwin DSS office, the video hopes to portray in a general way some of the frustrations and confusion of people who speak a different language and follow different customs to those who staff the bureaucratic interface.

Title: Paying Our Dues

Publisher/ Place/Date: SBS, Sydney, 1991

Description: Video, 30 minutes

Part of *Australian Mosaic*, Series 2

Availability/ Cost: SBS Marketing, PO Box 028, Milsons Point, NSW, 2061, ph. (02) 9642828

$45.00

Overview: Migrant women wanting to participate in the labour movement have sexual, language and cultural barriers to overcome and little is being done to make their access easier. These women speak out about their situation, and make it clear that what they want and what they need are not what they are presently getting.

Title:	**Prejudice and Cultural Values**
Publisher/ Place/Date:	Moorabbin TAFE, Victoria, 1985
Description:	Video, 13 minutes
Availability/ Cost:	TAFE National Video Resource Centre, Moorabbin College of TAFE, Victoria, ph. (03) 5569685 $12.50
Overview:	This is a video of an interview with apprentices about their attitudes to a multicultural society. Racial, economic and cultural issues are raised in a frank and open style. This is a useful resource for discussion about prejudice.

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Title:	**Providing Service in a Culturally Diverse Society: A Training Package for Public Contact Staff of the Department of Social Security**
Author/s:	Lee, I
Publisher/ Place/Date:	Benefits and General Training Unit, Central Office, Department of Social Security, Canberra, 1990
Description:	This package includes handouts, OHTs, notes for trainers, mini lectures, exercises and videos.
Availability/ Cost:	Training Branch, Client Services Unit, Central Office, Department of Social Security, Canberra
Overview:	This five and a half hour training program is designed to provide training for public contact staff which will result in the improvement of the quality of service to clients from non-English speaking backgrounds. Sessions cover topics such as the diversity of the Australian population, immigration issues and policies, the migrant experience, the identification of barriers to cross-cultural service provision, the use of interpreters, and interviews with clients.

Title:	**Providing Service in a Culturally Diverse Society: A Training Package for Regional and Area Managers of the Department of Social Security**
Author/s:	Lee, I
Publisher/ Place/Date:	Benefits and General Training Unit, Central Office, Department of Social Security, Canberra, 1990
Description:	This package includes notes for trainers, handouts, OHTs and videos.
Availability/ Cost:	Training Branch, Client Services Unit, Central Office, Department of Social Security, Canberra
Overview:	This three to four hour training program is designed to assist managers to develop and implement strategies that will bring out improvement in the quality of service to clients of non-English speaking backgrounds. Sessions cover topics such as the diversity of the Australian population, reasons for Access and Equity Plans and implementation of strategies in the Access and Equity Plan.

Title: **Story, Music and Movement: Aboriginal Child Care Support Materials**

Author/s: Atkinson, S and Lovett, J

Publisher/ Place/Date: TAFE Off-Campus Co-ordinating Authority, Royal Melbourne Institute of Technology, September 1991

Description: Three booklets, one audiocassette, one video

Availability/ Cost: TAFE Off-Campus Co-ordinating Authority,
143 Franklin St, Melbourne, Victoria, 3000, ph. (03) 3208165

$25.00

Overview: These materials were developed to enhance cultural identity and awareness of Koori child care workers, and to provide practical examples in story, music and movement, for use in child care environments.

The following areas are covered in the materials:

- Koori identity and community values in child care
- use of Koori cultural materials for children's activities in story, music and movement
- importance of Koori elders as a contact with cultural traditions and on-going Koori values
- key developmental abilities of pre-school children.

Title:	**Talking to Australians**
Author/s:	Pittam, J et al.
Publisher/ Place/Date:	University of Queensland, Audio-Visual Services Television Unit, 1991
Description:	Video, 18 minutes, workbook of exercises and questions
Availability/ Cost:	Kym Hosking, The Television Unit, University of Queensland, St Lucia, Queensland, 4067, ph. (07) 3652764 $100.00
Overview:	Tourists, migrants and overseas students who are new arrivals in Australia often have to learn the communication rules through trial and error. The video and guide *Talking To Australians* has been designed to assist overseas students' understanding of communication in Australia by making explicit some of these rules. The video includes 10 scenes which depict communication difficulties frequently experienced by overseas students living in Australia. Each scene illustrates rules or problems about communication in specific situations. Titles of some of the scenes are: The Aussie Barbecue; Visiting the Doctor; How Do You Ask a Question in Lectures and Tutorials?; Asking for Help from Counter Staff; Saying Yes and Saying No; and, It's Not What He Said ... It's the Way That He Said It. The scenes examine such elements of communication as touch, posture, words, facial expressions, and eye contact. The guide which accompanies the videotape has been written from the viewpoint of overseas students. The aim is to make some rules in Australian culture more obvious, and to stimulate students to think about how the rules are similar or different in their own culture.

Title:	**Training a Multicultural Workforce**
Author/s:	Dyer, P
Publisher/ Place/Date:	Hobart Technical College, Hobart, 1992
Description:	This training package includes OHTs, videos, illustrations, graphs, a bibliography and a reference list.
Availability/ Cost:	Hobart Technical College
Overview:	The aim of this practical material is to assist supervisors in industry to understand and deal with communication issues that arise when managing and working with a multicultural workforce. The following areas are covered in the package: how we communicate in the workforce, communicating by speaking and listening, communicating by reading and writing, cultural issues, problem-solving in the workplace, and language and training.

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Title: We'll Let You Know

Publisher/Place/Date: Ethnic Communities' Council Western Australia with the assistance of the Office of Multicultural Affairs, Perth, WA, 1990

Description: Video, 27 minutes

Availability/Cost: Passport Theatre Co., 14 Leichardt Street, St James, WA, 6102, ph. (09) 2222967

$200.00

Overview: Imagine what it is like to arrive in a new country that treats you like an outcast. You are asked to change your name and you can't get a job because you have no local experience. These and other issues facing migrants are dealt with humorously while still presenting the facts. The material is creatively presented in both a theatrical and documentary style. Performance pieces from the play, *We'll Let You Know* are juxtaposed with comments from migrants and government workers. The video is geared to all sections of the community and is particularly appropriate for schools, staff and employer training workshops and cross-cultural awareness courses. It is also useful for facilitators to inform and stimulate discussion in both adolescent and adult groups. An entertaining, informative video which promotes awareness and understanding of migrants and multicultural Australia.

Title: **'Who Dat?': Aboriginal Cultural Awareness Training Video**

Publisher/ Place/Date: Macumba Media Enterprises, SA, 1988

Description: Video, 27 minutes

Overview: Through a collage of images this video explores Aboriginal culture and gives examples of successful cross-cultural understanding.

Title: **Working It Out: Cross-Cultural Communication Problems in the Workplace**

Publisher/ Place/Date: Seven Dimensions Production for the Adult Migrant Education Service, NSW and the National Curriculum Resource Centre, Sydney, 1986

Description: Video, 18 minutes, a booklet for trainers, handouts

Availability/ Cost: Sales and Marketing, National Centre for English Language Teaching and Research, Macquarie University, Sydney, NSW, 2109

$135.00

Overview: This video deals with the cross-cultural communication problems which can occur in the workplace. It suggests that native English speakers need to share responsibility with migrants for resolving communication breakdowns. The video covers four areas where problems could arise: safety, instructions, offence, and understanding how the system works. Examples of ineffective communication are shown for each section. These are then discussed and the situations are replayed using effective communication.

Title:	**Working Together: Managing Cultural Diversity**
Publisher/ Place/Date:	Hal Calbom, USA, 1990
Description:	Video, 25 minutes, trainer's guide, five trainee's guides
Availability/ Cost:	Prime Learning Australia, PO Box 1051, Springwood, Qld, 4127, ph. (07) 8411061 $395.00
Overview:	Working with people who look, believe or act differently from you can be difficult or uncomfortable. This video-book programme introduces experts who help viewers understand and respect people from other cultures and be understood and respected by them in return. It teaches viewers how to manage their minds, their words and their unspoken language to become more effective in a multicultural environment.

AUDIO VISUAL CATALOGUES

Title: **AFI Distribution Ltd Film and Video Catalogue 1987-1988**

Author/s: Landman, P (comp.)

Publisher/ Place/Date: AFI Distribution Ltd, Melbourne, 1987

Availability/ Cost: AFI Distribution Ltd, PO Box 522, Paddington, NSW, 2021, ph. (02) 3322111 or 49 Eastern Road, South Melbourne, Victoria, 3205, ph. (03) 6961844

Free

Overview: Australian Film Institute (AFI) Distribution Ltd is the major promotor and distributor of Australian independent film and video - shorts, documentaries, animation, student works and feature films - and also holds a selection of important foreign films. The catalogue covers topics such as black Australia, health, history, multiculturalism, welfare, and women's issues. Films and videos are available for purchase from the NSW office, and for purchase or rent from the Victorian office. Update leaflets to supplement the catalogue are available.

Title: **Australian and New Zealand Catalogue of New Films and Videos**

Publisher/Place/Date: Australian Catalogue Publishing, Victoria, annual

Availability/Cost: Australian Catalogue Publishing, PO Box 204, Albert Park, Victoria, 3206 or OMN Productions, GPO Box 1391, Sydney, NSW, 2001, ph. (02) 2818924

$55.00 including postage

Overview: This catalogue lists new releases and includes features, shorts, documentaries and educational films and videos. The information given includes the title, production details, a short description and the distributor.

Title: **Cross-Cultural Communication and Health in Australia: An Audiovisual Guide**

Author/s: Kipp, S et al.

Publisher/Place/Date: National Centre for Community Languages in the Professions, Monash University, Victoria, 1990

Availability/Cost: Centre for Community Languages in the Professions, Menzies Building, Monash University, Clayton, Victoria, 3168

Overview: This guide lists audiovisual resources on cross-cultural communication in the health field. It includes some simulation games and a general section covering cross-cultural communication relating to the areas of immigration, racism, prejudice, women's issues, and the workplace.

Title: **Film Australia Education and Library Catalogue 1991/1992**

Publisher/ Place/Date: Film Australia, Sydney, 1991

Availability/ Cost: Freepost No. 25, The Sales Department, Film Australia, PO Box 46, Lindfield, NSW, 2070, ph. (02) 4138777

Overview: The titles in this catalogue have been grouped by subject categories which include Aboriginal Culture; Asian and Pacific Studies; Australian Studies; English, Literature and Language; and, Multicultural Studies. Under each title there is a description of the content.

Title: **Insights: A Visual Resource Guide for Multicultural Australia 1991**

Publisher/ Place/Date: South Australian Film and Video Centre, Adelaide, 1991

Description: This is a catalogue of films and videos held at the main loan centres in each state.

Availability/ Cost: Office of Multicultural Affairs (Phone OMA hotline (06) 2715641)

Free

Overview: This is a comprehensive guide to films and videos dealing with migration and multiculturalism. Based on the collections at the main loan centres in each Australian State, the guide aims to provide information on those films and videos made since 1980 which are reflective of a multicultural Australia. Section topics include Aborigines; immigration; languages and language learning; prejudice; social justice; women; and, cross-cultural understanding.

Title: **Maxwell's Video Collection, 1991-92 Video Catalogue**

Publisher/ Place/Date: Maxwell's Video Collection, Sydney, 1991

Availability/ Cost: Maxwell's Video Collection, PO Box 362, Newport Beach, NSW, 2106, ph. (008) 249786

Overview: Catalogue contents cover videos on English as a Second Language and issues on multiculturalism.

Title: **Multicultural Resources Bibliography**

Author/s: Schembri, J

Publisher/ Place/Date: Ethnic Affairs Commission of New South Wales, Sydney, 1990

Overview: This bibliography lists the resources available from the NSW Ethnic Affairs Commission library/resource centre. Publications by the Ethnic Affairs Commission are mostly available cost-free. Films and videos are available for loan. Each entry for the audio visual resources includes a short description of the film or video, its length and its format.

Title:	**National Library Film and Video Lending Collection**
Publisher/ Place/Date:	Australian National Library, Canberra, 1992
Description:	This catalogue is on microfiche with books of new acquisitions available periodically.
Availability/ Cost:	Australian National Library, ph. (06) 2621361
Overview:	This catalogue covers all films and videos available for loan from the Australian National Library, Canberra.

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Title:	**NCELTR Publications 91/92**
Publisher/ Place/Date:	National Centre for English Language Teaching and Research, Macquarie University, Sydney, 1991
Availability/ Cost:	Sales and Marketing, National Centre for English Language Teaching and Research, Macquarie University, Sydney, NSW, 2109 Free
Overview:	This catalogue covers professional development publications, video productions, interactive videodisc, distance learning, classroom/student materials, dictionaries, thesauruses, and teaching and research reference publications.

Title: Subtitled Video Catalogue

Publisher/ Place/Date: Australian Caption Centre, Sydney, annual

Availability/ Cost: Robert Miller, Public Relations, Australian Caption Centre, Level 4, 187 Thomas Street, Haymarket, NSW, 2000, ph. (02) 2125277

Free

Overview: This catalogue lists all releases that have been newly captioned for the hearing impaired. The list includes TV programs, educational films, documentaries and feature films.

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Title: The TNVRC Catalogue

Publisher/ Place/Date: TAFE National Video Resource Centre, Moorabbin College of TAFE, Victoria, March 1992

Availability/ Cost: TAFE National Video Resource Centre, Moorabbin College of TAFE, Victoria, ph. (03) 5569685, (quote code 745)

$27.00 including postage for printed copy, microfiche free

Title:	**Video Resources 1990**
Publisher/ Place/Date:	South Australian Film Corporation, Adelaide, 1990
Availability/ Cost:	South Australian Film Corporation, 3 Butler Drive, Westside Commerce Centre, Tapleys Hill Road, Hendon, SA, 5014, ph. (08) 3489300 Free
Overview:	Videos cover topics such as Aborigines, education, health and welfare, heritage, multiculturalism, technical and further education, and vocational guidance. Details and a description of each video is given. Update sheets are sent out about twice a year.

CURRENT PROJECTS

CURRENT PROJECTS

This section of the guide was prepared for printing in June 1992. Readers will need to contact project personnel to determine the current status of the project.

AUSTRALIAN CAPITAL TERRITORY

Project Title:	**Exploring Cross-Cultural Communication in the Context of Government Employment Programs**
Aims:	To maximise the effectiveness of these programs for NESB clients by: ▪ identifying clearly what aspects, pertinent to NESB clients' backgrounds (language skills level, learning styles, cultural mores etc.), may affect their successful, or otherwise, participation in specific training courses ▪ developing means by which CES staff and the trainers involved in the programs are aware of the importance of the above and hence able to use such knowledge to their advantage when selecting clients for courses and while conducting the courses ▪ developing means by which AMEP teachers on preparatory courses are aware of the expectations of the CES and trainers, and hence able to tailor the content of their courses accordingly, particularly with regard to language and communication skills and the Australian context relating to the training program
Funded by:	Commonwealth Employment Service/Adult Migrant Education Program

Project Personnel:	Maggie Hall and Jill Hollway Access to Work Pathway Reid Campus Canberra Institute of Technology GPO Box 826 Canberra ACT 2601 Ph: (06) 2073525/33 Fax: (06) 2073199
Duration of Project:	12 months
Proposed Date of Completion:	September 1992
End Product:	Training, teaching and/or policy materials
End Product Available From:	Contact project personnel

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NEW SOUTH WALES

Project Title: Australian Learning Styles

Aims:
- to investigate preferred learning styles of Australian and overseas students in tertiary institutions

Funded by: Dr Lesley Willcoxson

Project Personnel:
Dr Lesley Willcoxson
The Centre for Teaching and Learning
University of Sydney
Sydney NSW 2006

Ph: (02) 6923725
Fax: (02) 6924331

Duration of Project: 12 months

Proposed Date of Completion: Late 1993

End Product: Background reading with potential for development of training materials

End Product Available From: Contact project personnel

Project Title:	**Australian Values**
Aims:	▪ to describe dominant Australian values, leading to the development of frameworks which can be used for comparative purposes and as bases for examining behaviour ▪ to look at the effect of values on interactions in a business or academic context
Funded by:	Dr Lesley Willcoxson
Project Personnel:	Dr Lesley Willcoxson The Centre for Teaching and Learning University of Sydney Sydney NSW 2006 Ph: (02) 6923725 Fax: (02) 6924331
Duration of Project:	Commenced early 1992
Proposed Date of Completion:	Not known
End Product:	Background reading with potential for development of training materials
End Product Available From:	Contact project personnel

Project Title: Cross-Cultural Communication

Aims:

- to provide communication skills to workers in culturally diverse industry settings

Funded by: New South Wales Education and Training Foundation

Project Personnel:
Mary Kalantzis, Charles Khoo and Daphne Brosnan
Centre for Workplace Communication and Culture
University of Technology Sydney
Markets Campus
PO Box 123
Broadway NSW 2007

Ph: (02) 3303926
Fax: (02) 3303914

Duration of Project: 12 months

Proposed Date of Completion: October 1992

End Product: Training Manual

This training manual which will include a series of lecturettes, activities and techniques that raises cultural awareness and provides ways of communicating across cultures. Topics include: The Communication Process, Social Context of Communication, Culture and Identity, and Cross-Culture Interpersonal Communication.

The manual will include lecturettes, activities, OHTs, background reading, worksheets.

End Product Available From: Centre for Workplace Communication and Culture

Project Title: Cross-Cultural Issues in Job Selection

Aims:

- to further develop an understanding of the nature of cross- cultural communication/miscommunication in the context of the job interview
- to identify specific courses of misunderstanding
- to develop materials to
  1) build awareness of causes of misunderstanding in the cross-cultural interview
  2) develop strategies for effective communication in the cross-cultural interview
- to develop activities for use in
  1) cross-cultural workshops for job selection panels
  2) courses for immigrant job seekers of non-English speaking background

Funded by: National Centre for English Language Teaching and Research/Adult Migrant Education Services

Project Personnel:
Catherine O'Grady and Mark Millen
c/- Workplace English Language and Literacy Program
84-86 Mary Street
Surrey Hills NSW 2010

Ph: (02) 2899144
Fax: (02) 2819696

Duration of Project: 6 months, 2 1/2 days per week

Proposed Date of Completion: Late July/early August 1992

End Product: Two manuals:

1) for people who sit on job selection panels and trained in job selection techniques

2) for teachers on job seeking courses and immigrant job seekers

End Product Available From: Contact project personnel

Project Title:	**Integration of Cross-Cultural Elements into Legal Education**
Aims:	▪ to integrate cross-cultural elements into legal education with a particular focus on the discourse of lawyer-client consultations
Funded by:	Multicultural and Cross-Cultural Supplementation Program (DEET)
Project Personnel:	Diana Iles Director of ELICOS University of Sydney Sydney NSW 2006 Ph: (02) 6924762 Fax: (02) 6924761
Duration of Project:	2 years
Proposed Date of Completion:	December 1992
End Product:	Cross-cultural communication curriculum Video and teaching notes Annotated bibliography of teaching resources Reading lists related to language and the law
End Product Available From:	Contact project personnel

Project Title: Managing Cultural Diversity

Aims:
- to provide practical skills to aid managers and supervisors in developing effective and productive teams of workers in a multicultural environment

Funded by: New South Wales Education and Training Foundation

Project Personnel:
Mary Kalantzis, Charles Khoo and Daphne Brosnan
Centre for Workplace Communication and Culture
University of Technology Sydney
Markets Campus
PO Box 123
Broadway NSW 2007

Ph: (02) 3303926
Fax: (02) 3303914

Duration of Project: 12 months

Proposed Date of Completion: November 1992

End Product: Training manual

This training manual will develop two themes:

- practical supervisory skills in a multicultural context - identifying and dealing with group dynamics in cultural diverse context - dealing with prejudice and stereotyping in the workplace - communication skills related to non-English speakers at all levels - conflict resolution of cross-cultural issues
- specific knowledge relevant to understanding and dealing with a multicultural workforce - legal rights and responsibilities under the Federal Multicultural Policy - legal obligations and rights under anti-discrimination legislation - migration history (Australian cultural and migration policies) - impact of migration on Australia's Aborigines - patterns of NESB labourforce in organisations

End Product Available From: Centre for Workplace Communication and Culture

Project Title: Multicultural Skills for Adult Educators

Aims:

- to develop the knowledge, awareness and skills needed by adult educators working in a range of multicultural education contexts including TAFE, the community and the workplace

Funded by: National Priority (Reserve) Fund (DEET)

Project Personnel:

Susan King
School of Adult and Language Education
University of Technology Sydney
PO Box 123
Broadway NSW 2007

Ph: (02) 3303855
Fax: (02) 3303939

Duration of Project: 2 years

Proposed Date of Completion: June 1992

End Product: Manual

This skills manual will contain three modules, all course notes, some readings, and all tasks including assessment tasks, OHTs and resources.

End Product Available From:

Alicia Kearney
Learning Resource Unit
Faculty of Education University of Technology Sydney
PO Box 123
Broadway NSW 2007

Ph. (02) 3303709

Price: approx. $20.00

Project Title:	**Teaching Strategies for Multicultural Classrooms**
Aims:	■ to present an overview of teaching strategies that work in multicultural classrooms as identified by participant teachers in NSW ■ to discuss the relationship between these strategies and multicultural philosophies and policies
Funded by:	Multicultural and Cross-Cultural Supplementation Program (DEET)
Project Personnel:	Assoc Prof Anne-Katrin Eckermann Head of Department Department of Aboriginal and Multicultural Studies University of New England Armidale NSW 2351 Ph: (067) 734323 Fax: (067) 734411
Duration of Project:	3 years
Proposed Date of Completion:	Late June 1992
End Product:	Book
End Product Available From:	Contact project personnel

Project Title: Working Together in a Multicultural Context

Aims:

- to provide a training package for vocational TAFE teachers and workplace trainers taking into consideration the language and literacy needs of a multicultural workforce

Funded by: NSW TAFE Commission

Project Personnel:

Di Warwick
Principal Officer ESOL Prgrams
Foundation Studies Training Division
NSW TAFE Commission
125 Main Street
Blacktown NSW 2148

Ph: (02) 6713099
Fax: (02) 6713043

Duration of Project: 6 months

Proposed Date of Completion: December 1992

End Product: Training package

End Product Available From: Contact project personnel

NORTHERN TERRITORY

Project Title:	**Cross-Cultural Management - A Values Exploration**
Aims:	▪ to facilitate an increased understanding by Australian managers of managers and management in an Asian context ▪ to provide a basis for managers, students and teachers to explore attitudes and values
Funded by:	Multicultural and Cross-Cultural Supplementation Program (DEET)
Project Personnel:	Dr Doug Harber PO Box 41451 Casuarina NT 0811
Duration of Project:	12 months
Proposed Date of Completion:	July 1992
End Product:	Teaching materials These materials will demonstrate different cultural responses to situations a manager might have to deal with. The materials will include teachers' notes, case studies, biographies and bibliographies.
End Product Available From:	Language and Literacy Branch International Division DEET GPO Box 9880 Canberra ACT 2601

Project Title: Indonesian Business Culture and Language

Aims:
- to enable Australian business people to learn about Indonesian language and culture in the context of business

Funded by: Australian Committee for Training Curriculum

Project Personnel:
David Odling-Smee
TAFE Section
Department of Education
Box 4821
Darwin NT 0801

Ph: (089) 895757
Fax: (089) 895674

Duration of Project: 12 months

Proposed Date of Completion: September 1992

End Product: Five course and module outlines

One learning guide per module and additional resources (readings and tapes)

End Product Available From:
Manager
TAFE Professional Support Services
NT Department of Education
Box 4821
Darwin NT 0801

QUEENSLAND

Project Title: **Communication between Australian University Staff and Students, and Overseas Students**

Aims:

- to examine the cross-cultural communication between Asian students and Australians, especially testing the impact of speech norms, cultural stereotypes and speech communication strategies

Funded by: Australian Research Council

Project Personnel:

Assoc Prof Cynthia Gallois
Department of Psychology
University of Queensland
Qld 4072

Ph: (07) 3656417
Fax: (07) 3654466

Prof Victor Callan
Graduate School of Management
University of Queensland
Qld 4072

Ph: (07) 3656475
Fax: (07) 3656988

Duration of Project: 6 years

Proposed Date of Completion: 1994

End Product: The product will involve the expansion of understanding of problems in cross-cultural communication that can be used in training workshops.

End Product Available From: Contact project personnel

Project Title: Cross-Cultural Development for TAFE Staff in Queensland

Aims:

- to raise Aboriginal and Torres Strait Islander issues in colleges
- to encourage the development of appropriate teaching and learning
- to look at the support service delivery area for non-teaching staff

Funded by: Aboriginal Education Policy (DEET)

Project Personnel:
Sonya Link
ATSI Unit
TAFE-TEQ
PMB 3
South Brisbane Qld 4101

Ph: (07) 2396184
Fax: (07) 2396209

Duration of Project: 18 months

Proposed Date of Completion: December 1992

End Product: Information and resource book for teaching and non-teaching TAFE staff

End Product Available From: Qld Government Printing Service

Project Title: Documentation of Multicultural Responsiveness of Paraprofessional Programs in TAFE

Aims:

- to document mainstream paraprofessional programs aligned with the priorities of the Multicultural and Cross-Cultural Supplementation Program
- to evaluate the acceptance or non-acceptance of multicultural and cross-cultural initiatives in TAFE paraprofessional curriculum

Funded by: Multicultural and Cross-Cultural Supplementation Program (DEET)

Project Personnel:

Neil Kelly
Vocational Education and
Training Division
TAFE-TEQ
6th Floor
Education House
30 Mary Street
Brisbane Qld 4000

Ph: (07) 2371135
Fax: (07) 2371326

Parlo Singh
Division of Education
Griffith University
Nathan Qld 4111

Ph: (07) 8757111
Fax: (07) 8757965

Duration of Project: 7 months

Proposed Date of Completion: June 1992

End Product: Research report

End Product Available From:

National Centre for Vocational Education Research Ltd
252 Kensington Road
Leabrook SA 5068

Ph: (08) 3327822

Project Title:	**English Language Across the Curriculum - TAFE**
Aims:	▪ to identify the needs of mainstream teachers with NESB clients ▪ to identify the needs of NESB clients doing mainstream courses (focusing on reading and writing needs) ▪ to develop strategies to help teachers and clients ▪ to establish an individual learning centre (ILC) ▪ to write a teacher's manual
Funded by:	Adult Migrant Education Program
Project Personnel:	Vicki Teleni Language and Literacy Unit Townsville TAFE PMB 1 Hermit Park Townsville Qld 4812 Ph: (077) 223623 Fax: (077) 223606
Duration of Project:	1991-1992
Proposed Date of Completion:	September 1992
End Product:	ILC for Townsville TAFE Teacher's manual
End Product Available From:	Contact project personnel

Project Title: Queensland Police Service/ATSIC Project

Aims:

- to develop an Aboriginal and Torres Strait Islander cultural/social awareness training package for trainee and serving police

Funded by: Aboriginal and Torres Strait Islander Commission

Project Personnel: Katherine Mann, Stella Johnson, Maxine Yunker and Charles Passi
c/- Community Policing Support Branch
Qld Police Service
GPO Box 144
Brisbane Qld 4001

Ph: (07) 3646894
Fax: (07) 2361949

Duration of Project: 11 months

Proposed Date of Completion: December 1992

End Product: Training package

This training package will consist of four modules in distance learning mode covering race relations, history, Aborigines and police/law, and contemporary social issues.

End Product Available From: Queensland Police Academy
Oxley Qld 4075

Ph: (07) 3754057

Project Title:	**Self-esteem Training from a Cross-Cultural Perspective at Milpera Special School**
Aims:	▪ to provide culturally sensitive self-esteem training for classes of young adults from different cultural backgrounds at Milpera Special School
Funded by:	Milpera Special School
Project Personnel:	Helen Schwencke PO Box 5170 West End Qld Ph: (07) 8446677 Helina Bergstrom Milpera Special School 4101 Parker Street Chelmer Qld 4068 Ph: (07) 3795588
Duration of Project:	6 weeks
Proposed Date of Completion:	July 1992
End Product:	Project report which includes: ▪ a training program of ten hours ▪ student/teacher/bilingual teacher aide/trainer evaluations ▪ literature search for material relevant to the project
End Product Available From:	Milpera Special School Parker Street Chelmer Qld 4068 Ph: (07) 3795588

SOUTH AUSTRALIA

Project Title:	**Access and Equity Project**
Aims:	▪ to improve the access and equity of the State Government mainstream services to all people from a non-English speaking background
Funded by:	Department of Family and Community Services
Project Personnel:	Jim Calantzis Ethnic Communities' Council of SA 2nd Floor 13 Leigh Street Adelaide SA 5000 Ph: (08) 2126267 Fax: (08) 4101557
Duration of Project:	12 months
Proposed Date of Completion:	December 1992
End Product:	Information kit and possibly other products
End Product Available From:	ECC of SA 2nd Floor 13 Leigh Street Adelaide SA 5000

Project Title:	**Community Relations Resource Kit**
Aims:	- to provide a resource kit for workers in the multicultural/Aboriginal fields who do presentations on community relations issues as part of their work
Funded by:	Office of Multicultural Affairs/Office of Multicultural and Ethnic Affairs
Project Personnel:	Christa Christaki Manager Community Relations Office of Multicultural and Ethnic Affairs 24 Flinders Street Adelaide SA 5000 Ph: (08) 2261944 Fax: (08) 2261955
Duration of Project:	12 months
Proposed Date of Completion:	September 1992
End Product:	Kit
End Product Available From:	OMEA 24 Flinders Street Adelaide SA 5000

Project Title: **Cross-Cultural Training Package for TAFE Staff Working with Non-English Speaking Background Clients**

Aims:

- to address the professional development needs of personnel across the TAFE sector in relation to communication and the cultural implications of service provision, education and training

Funded by: TAFE National Staff Development Committee

Project Personnel:

Prue Hemming
Education Services
Regency College of TAFE
Days Road
Regency Park SA 5020

Ph: (08) 3484444
Fax: (08) 3484200

Duration of Project: 12 months

Proposed Date of Completion: December 1992

End Product: Training package

End Product Available From:

Sandii Chan Johnston
Executive Officer
National Staff Development Committee
TAFE NSW
PO Box 8888
St Leonards NSW 2065

Ph: (02) 9656020

Project Title:

ESL in Anangu Schools: adapted from ESL in the Mainstream Teacher Development Course

Aims:

ESL in Anangu Schools (ie schools on the Pitjantjatjara Lands in north west South Australia) is based on the premise that if Anangu students are to experience equal educational opportunities and achieve equal educational outcomes they need support in their language and literacy development and an environment which is conducive to their learning.

Teachers and school based administrators are seen as the key to empowering Anangu students to succeed in the school curriculum. Their professional development in relation to Anangu students' language needs is therefore the focus of this course.

The specific aims of the course are as follows:

- to develop teachers' understanding of the language related needs of Anangu students and of ways of meeting those needs
- to develop awareness of materials and teaching approaches which take account of the cultural backgrounds and experiences of students in Anangu schools and which introduce them to the Western cultural domain
- to further develop the collaborative working relationships between teaching teams and ESL teachers in their schools

Funded by:

Education Department of South Australia, Aboriginal Education, Languages and Multicultural Unit and the Literacy and Learning Project

Project Personnel:

Rosemary Matwiejczyk and Anne Mountford
Languages and Multicultural Unit
Robson Road
Hectorville SA 5073

Ph: (08) 3376777
Fax: (08) 3650571

Duration of Project:	14 months
Proposed Date of Completion:	December 1992
End Product:	Tutor manual and participant booklets

The end product will be a teacher development course which includes ten workshops covering: identification of students' needs; second language learning; reading; writing; oral language development; inclusive curriculum; and collaborative work between classroom teachers, Aboriginal education workers and ESL teachers.

The tutor manual (in two folders) will include workshop outlines, suggested readings, overhead transparencies, suggested workshop procedures and background notes. The four participant booklets will contain handouts, readings and specifications of between unit activities.

End Product Available From: Contact project personnel

TASMANIA

Project Title: **Bridging the Intercultural Communication Gap: A Guide for TAFE Teachers of Overseas Students**

Aims:

- to serve as a base for intercultural communication staff development and training programs for teachers of overseas students studying in TAFE Australia

Funded by: DEET

Project Personnel:

June Mezger
Launceston College of TAFE
PO Box 1308
Launceston Tas

Ph: (003) 362716
Fax: (003) 342528

Duration of Project: 12 months

Proposed Date of Completion: Late 1992

End Product: Guide

This guide will provide information on the culture and customs of overseas students; clarify the needs of overseas students and their teachers; provide information on culture shock, institutional shock, learning and language shock; provide information on intercultural communication barriers and how to reduce them; and provide strategies for teachers in meeting overseas student needs.

End Product Available From:

Kerry Edwards
TAFE International Education Program
110 Murray Street
Hobart Tas 7000

Ph: (002) 337019
Fax: (002) 346806

VICTORIA

Project Title: **Australian-Indonesian Business Culture**

Aims:

- to promote greater understanding of Indonesian business and assist potential Australian exporters to become more familiar and 'at ease' in dealing with Indonesia
- to promote greater understanding and awareness of the differences

Funded by: Simon Fraser

Project Personnel:

Simon Fraser
Department of Legal and Economic Studies
Royal Melbourne Institute of Technology
GPO Box 2476V
Melbourne VIC 3001

Ph: (03) 6604774
Fax: (03) 6604752

Duration of Project: 12 months

Proposed Date of Completion: 1993

End Product: Textbook

This textbook will be used either in conjunction with lecturers as part of the course *Cultural Differences in International Trade*, or as a text in itself for any interested person wanting to develop a greater understanding of Indonesian/Australian trade.

End Product Available From: Contact project personnel

Project Title: Certificate in Child Care (Home-Based)

Aims:

- to provide an accredited certificate of training for people working in family day care schemes, home-based caregivers, cottage parents and other people caring for children in their own homes

Funded By: Department of Health, Victoria, Swinburne TAFE and TAFE Off- Campus (RMIT)

Project Personnel:

Maryla Juchnowski
Department of Family and Community Studies
Swinburne TAFE
142 High Street
Prahran Vic 3181

Ph: (03) 5226864

Brian Elkner
TAFE Off-Campus
143 Franklin Street
Melbourne Vic 3000

Fax: (03) 3281703
Ph: (03) 3208179

Duration of Project: 2 years

Proposed Date of Completion: December 1992 (2 units completed 1991, 4 units to be completed December 1992)

End Product: Video-print package

Each unit consists of a student book, a video and video discussion notes (for workshop)

The titles of the units are:

1. Families in Australia (multicultural emphasis)
2. Children's Growth and Development (some material on language/ESL)Project Title:

3. Play and Learning

4. Professional Development

5. Daily Care and Routines (Vietnamese translation of student book will be available)

6. Developing Skills in the Workplace

All videos will feature family day care workers in action. A variety of cultural backgrounds (workers and children) will be presented and there will be a mixture of theoretical and practical exercises.

End Product Available From:

TAFE-Off Campus
143 Franklin Street
Melbourne Vic 3000

Ph: (03) 3208165
Price: approx. $95.00 per unit

BEST COPY AVAILABLE

Project Title: Comparative Business Cultures

Aims:	▪ to re-write a textbook used in the teaching of the course *Cultural Differences in Interational Trade* which will assist in cross-cultural communication and intercultural analysis in business and negotiating
Funded by:	Department of Legal and Economic Studies, Royal Melbourne Institute of Technology
Project Personnel:	Simon Fraser Department of Legal and Economic Studies Royal Melbourne Institute of Technology GPO Box 2476V Melbourne VIC 3001 Ph: (03) 6604774 Fax: (03) 6604752
Duration of Project:	4 years
Proposed Date of Completion:	September 1993
End Product:	Text book This textbook will examine some of the theorists in intercultural communication and provide a framework for students/exporters to assess and operate in in their analysis of a country's business culture.
End Product Available From:	Department of Legal and Economic Studies, Royal Melbourne Institute of Technology Price: $27.00

Project Title: Cross-Cultural and Religious Practices and Attitudes to Death in Australia: Implications for Health Care Providers

Aims:

- to examine how cultural and religious diversity in Australia has overshadowed many of the legal and medical considerations where health care practices and considerations have been uniform
- to highlight psychological and sociological data associated with the well-being, attitudes and practices related to dying amongst community groups

Funded by: ANZ Charitable Trusts/Appel Family Trusts

Project Personnel:

Dr Abe W Ata
Albury Wodonga Campus
La Trobe University
PO Box 963
Wodonga Vic 3690

Ph: (060) 556543
Fax: (060) 556532

Duration of Project: 2 years

Proposed Date of Completion: 1993

End Product: Book

End Product Available From: Contact project personnel

Project Title:	**INSET (Inservice Education for Teachers) Workshops: Cross-Cultural Communication Skills for Teachers**
Aims:	▪ to develop, implement and evaluate a series of school and Institute of Education based interactive teacher workshops on cross-cultural communication ▪ to cover the issues of teaching science and mathematics, how religious and cultural beliefs affect learning and cross-cultural perspectives on food and nutrition
Funded by:	National Priority (Reserve) Fund (DEET)
Project Personnel:	Irene Donohoue Clyne Institute of Education University of Melbourne Parkville Vic 3052 Ph: (03) 3448441 Fax: (03) 3448254
Duration of Project:	1991-1992
Proposed Date of Completion:	September 1992
End Product:	Workshop manual
End Product Available From:	Contact project personnel

Project Title:	**NESB Learners with Minimal Formal Education: Guidelines for Curriculum and Materials Development**
Aims:	▪ to research the differences in learning strategies between NESB students with formal education and those with informal education ▪ to identify areas of need for professional development for teachers working with students with minimal formal education ▪ to produce curriculum guidelines and to develop guidelines for the production of materials for this group ▪ to provide exemplars of these materials
Funded by:	National Centre for English Language Teaching and Research
Project Personnel:	Jenny Ramm Collingwood Adult Migrant Education Centre PO Box 63 Abbotsford Vic 3067 Ph: (03) 4176681 Fax: (03) 4161279
Duration of Project:	4 months
Proposed Date of Completion:	July 1992
End Product:	Background reading Bibliography Curriculum, materials development guidelines Exemplars of materials
End Product Available From:	Curriculum Support Unit Adult Migrant Education Services 250 Elizabeth Street Melbourne Vic 3000

Project Title:	**TAFE Supervision Courses for NESB Supervisors/Supervisors of NESB Workers**
Aims:	- to undertake case studies to establish the current training needs of supervisors in a multicultural workforce
Funded by:	Multicultural and Cross-Cultural Supplementation Program (DEET)
Project Personnel:	Aris Aresti and Ilonka Guse-Brennfleck Melbourne College of Textiles 23-25 Cumberland Road Pascoe Vale Vic 3044 Ph: (03) 3506533 Fax: (03) 3899129
Duration of Project:	6 months
Proposed Date of Completion:	June 1992
End Product:	Research report
End Product Available From:	National Centre for Vocational Education Research Ltd 252 Kensington Road Leabrook SA 5068 Ph: (08) 3327822

Project Title:	**Train the Trainer for NESB Workers**
AIMS	▪ to develop a transferable model for industry trainers to equip them to facilitate the language, literacy and communication skills development of trainees ▪ to develop flexible materials to complement the model
Funded by:	National Centre for English Language Teaching and Research
Project Personnel:	Crina Virgona Adult Migrant Education Services 1st Floor Myer House 250 Elizabeth Street Melbourne Vic 3000 Ph: (03) 6632781 Fax: (03) 6631130
Duration of Project:	0.5 for 12 months
Proposed Date of Completion:	December 1992
End Product:	Model with some materials (probably text based)
End Product Available From:	Adult Migrant Education Services (Victoria)

Project Title:	**Value in Diversity Package (VIDPAK)**
Aims:	▪ to give assistance to providers of management training to inject dimensions of linguistic and cultural diversity into all aspects of management training, with a view to equipping managers in business and industry with tools and techniques to derive maximum productivity/profitability from linguistic and cultural diversity of the workforce
Funded by:	Office of Multicultural Affairs
Project Personnel:	Vivienne Clarke The MaST Organisation (Victoria) 745 Riversdale Road Camberwell Vic 3124 Ph: (03) 8360111 Fax: (03) 8364825
Duration of Project:	12 months
Proposed Date of Completion:	October 1992
End Product:	Training Resources Kit The kit will contain a set of resources which have a multicultural emphasis. Stimulus videos, case studies, activities, discussion guides and exercises will be components of the kit. The resources will not comprise a training course in multicultural management. Rather they will be designed to be integrated into existing mainstream management training courses. Resources are presently being developed for the following management training topics: Communication Skills, Client/Customer Service, Improving Quality, Improving Productivity, Counselling Skills, Strategic and Operational Planning, Innovative Thinking, Managing Safety, Managing Diversity, and, Managing Change.
End Product Available From:	The MaST Organisation (Victoria) Price: approx. $300.00

Project Title:	**Vietnamese Business Culture - Awareness and Performance of Australian Exporters**
Aims:	▪ to analyse and detail what Vietnamese business culture is, ie what Australian exporters need to be aware of in their potential dealings with Vietnam, how not to offend, how to increase level of trade and level of achievements
Funded by:	Simon Fraser
Project Personnel:	Simon Fraser Department of Legal and Economic Studies Royal Melbourne Institute of Technology GPO Box 2476V Melbourne VIC 3001 Ph: (03) 6604774 Fax: (03) 6604752
Duration of Project:	3 years
Proposed Date of Completion:	1994
End Product:	Textbook Extensive bibliography related to Australian-Vietnamese relations
End Product Available From:	Contact project personnel

HUMAN RESOURCE NETWORK

HUMAN RESOURCE NETWORK

AUSTRALIAN CAPITAL TERRITORY

Ayson ADAMS

Migrant Health Unit
ACT Department of Health
GPO Box 825
Canberra ACT 2601

Ph: (06) 2793902
Fax: (06) 2793990

Profile:

- current position Co-ordinator, Migrant Health Unit
- previous positions Project/Research Officer, Information and Public Relations, Department of Social Security
- worked as a linguist with non-English speaking cultures and cross-cultural communication issues. Linguist and cross-cultural awareness consultant (Turkey and Middle East) on workshops
- represents Department on committees

Joan ARMITAGE

Director
TAFE Policy Section
DEET
Level 5
14 Mort Street
Canberra ACT 2600

Ph: (06) 2769500
Fax: (06) 2769455

Profile:

- Director of the TAFE Policy Section which is responsible for monitoring cross-cultural issues in TAFE

Alex BARLOW

Company Director
Australian InFo International
GPO Box 1611
Canberra ACT 2601

Ph: (06) 2487618
Fax: (06) 2496647

Profile:

- research officer in education for 15 years at the Australian Institute of Aboriginal and Torres Strait Islander Studies
- is an authority on promotion and development of Aboriginal and Torres Strait Islander studies at all educational levels, and has developed criteria for evaluating educational resources for use in such studies, and for identifying stereotyping of cultural groups and gender stereotyping in educational materials
- author and lecturer in these fields and in curricula for Aboriginal education

Les BÖHM

Director
L.M. Böhm Consulting Services
39 Quiros Street
Red Hill ACT 2603

Ph: (06) 2957099
Fax: (06) 2396353

Profile:

- worked in the field of cross-cultural communication for 25 years
- management consultant specialising in cross-cultural communication issues
- has worked with executives of business organisations in selecting personnel for overseas assignments; Australia's officials on overseas postings; those Australians who work with people from overseas eg. bureaucrats, university teaching or support staff or those working with migrants and refugees

Beverly CH'NG

Program Manager
Multicultural Children's Services
PO Box 15
Barker Centre
Griffith ACT 2603

Ph: (06) 2953566
Fax (06) 2950955

Profile:

- interested and involved in anti-bias programs in children's services
- involved in multicultural arts, women's issues and youth issues

Michela D'ADDARIO

SAAP Access and Equity Resource Worker
Migrant Resource Centre
Griffin Centre
Bunda Street
Canberra City ACT 2601

Ph: (06) 2488577
Fax: (06) 2577655

Profile:

- overall aim of the position held is to improve the access of people from NESC to Supported Access Assistance Programs (SAAP)
- also provides
  - services with training on issues of access and equity
  - resource services through networking and provision of relevant information material
- liaises with NESC communities to provide them with information about SAAP services (particular interests are women and youth)

Lindy DUGARD

67 Waller Crescent
Member of Australian College of Midwives
Campbell ACT 2601

Ph: (06) 2486063

Kim FLEMING

Manager
Corporate and Staff Development
Retirement Benefits Office
PO Box 22
Belconnen ACT 2616

Ph: (06) 2525879
Fax: (06) 2516582

Profile:

- interests include Australian culture, multicultural communication, equal employment opportunity, migrant health issues, and Aboriginal health issues
- involved in human resource development for the past 8 years, and designs workshops using whole-person learning techniques, such as music, humour, stories and life experiences to make the learning experience a meaningful one

Jan GOUGH-WATSON

Acting Director
Government and Public Enterprise Section
Industry Training Operations Branch
DEET
Level 3
14 Mort Street
Braddon ACT 2601

Ph: (06) 2769246
Fax: (06) 2769187

Profile:

- trained in language teaching, ESL and literacy and has taught at pre-school, primary, secondary and TAFE levels
- has worked overseas in cross-cultural fields
- has held public service positions in both policy and operational areas with a cross-cultural focus

Maggie HALL

'Access To Work'
Canberra Institute of Technology
Reid Campus
GPO Box 826
Canberra ACT 2601

Ph: (06) 2073533
Fax: (06) 2073199

Profile:

- presently working on NCELTR Special Project, *Exploring Cross-Cultural Communication in the Context of Government Employment Programs*

John GUNN

Convener/ACT NIC
Consultant/Communication Concepts
PO Box 75
Hall ACT 2618

Ph: (06) 2302680
Fax: (06) 2302756

- regular presenter of cross-cultural training programs for both government departments and private organisations
- programs include: Cross-Cultural Awareness, Cross-Cultural Conflict Resolution, Cross-Cultural Train the Trainer, Managing Cultural Diversity in the Workplace, EEO and Multiculturalism
- also developed a manual *Design and Presentation of Cross-Cultural Sensitivity Programs* which provides a range of options and exercises for cross-cultural training sessions
- cross-cultural training programs presented are designed around the specific needs of organisations including programs for senior managers, middle managers, supervisors and public contact staff

Anne KILEY

Adult Preparatory Education
Southside Campus
Canberra Institute of Technology
GPO Box 826
Canberra ACT 2601

Ph: (06) 2074890
Fax: (06) 2074839

Profile:

- involved in literacy, linguistics, phonetics and communication
- works with mixed ESB/NESB/advanced NESB groups in oral and written communication

Liz LYNCH

Multicultural Liaison Officer
Social Policy Branch
ACT Government
PO Box 158
Canberra ACT 2601

Ph: (06) 2050527
Fax: (06) 2050512

Profile:

- as Multicultural Liaison Officer meets with many members of Canberra's NESB/ethnic communities on an ongoing basis

Pam MacDONNELL

Head of Department ESL Programmes
Canberra Institute of Technology
Reid Campus
GPO Box 826
Canberra ACT 2601

Ph: (06) 2073353
Fax: (06) 2073199

Profile:

- ESL teacher/manager since 1972 in ACT AMES
- French teacher 1963-70
- teacher of English in France 1958/9

Bob MORRIS

Staff Development Officer
Department of the House of Representatives
Suite R1 114
Parliament House
Canberra ACT 2600

Ph: (06) 2774146
Fax: (06) 2774034

Profile:

- currently a member of a training unit where the content matter of training programs must reflect cultural diversity and address the issues of interpersonal skills, counselling and selection skills.

Helen O'BRIEN

Head of School
Language and Community Services
Southside Campus
Canberra Institute of Technology
GPO Box 826
Canberra ACT 2601

Ph: (06) 2074963
Fax: (06) 2074849

Profile:

- involved in provision of cross-cultural training as component of English in the Workplace programs
- provides cross-cultural training in client specific programs to clients requiring understanding of such issues to ensure better workplace communication and participation
- recognises cross-cultural communication as an 'across the curriculum' factor in mainstream TAFE programs
- has a particular interest in cross-cultural communication with respect to teacher training and professional development

Jenny OSBORNE

Head of Department
ESL Professional and Academic
Reid Campus
Canberra Institute of Technology
GPO Box 826
Canberra ACT 2601

Ph: (06) 2073410
Fax: (06) 2073189

Profile:

- management of ESL/ESP programs (AMEP, DEET, entrepreneurial, workplace)
- teaching resources and methodology for above
- mainstream support/linked skills courses

Jackie REICH

Management Consultant
Ernst and Young
54 Marcus Clarke Street
Canberra ACT 2601

Ph: (06) 2473888
Fax: (06) 2575425

Profile:

- taught English as a Second Language in the Canberra Institute of Technology for 8 years
- currently a consultant offering courses in the public and private sectors in EEO target areas, including cross-cultural communication, cross-cultural awareness and managing diversity

Pauline ROBINSON

Staff Development
Southside Campus
Canberra Institute of Technology
GPO Box 826
Canberra ACT 2601

Ph: (06) 2074845
Fax: (06) 2074829

Profile:

- currently national project manager for the NCVER gender inclusive teaching project which includes work in the area of staff development for teachers of NESB women
- areas of interest are gender/cross-cultural issues and cross-cultural training for teachers

Alan SIMAKOFF

Adviser
Office of Multicultural Affairs
Department of the Prime Minister and Cabinet
305 National Circuit
Barton ACT 2600

Ph: (06) 2715670
Fax: (06) 2715939

Profile:

- Adviser, OMA, working on development of a strategy for managing cultural diversity which includes work on cross- cultural competencies, training and communication

Dierk von BEHRENS

Officer-in-Charge
Adult Migrant English Section
Canberra Regional Office
DILGEA
GPO Box 717
Canberra ACT 2601

Ph: (06) 2744548
Fax: (06) 2480479

Profile:

- member of a national taskforce and reference group relating to cross-cultural communication
- provided training sessions and lectures on cross-cultural communication in government departments, TAFE and at university
- suggested the *Our People Our Culture* series of training sessions to the Multicultural Resource Centre of Canberra and Queanbeyan

Despina VOUDOURIS

Multicultural Project Officer
Health Advancement Services
ACT Board of Health
GPO Box 825
Canberra ACT 2601

Ph: (06) 2793977
Fax: (06) 2793990

Profile:

- involved in cross-cultural training which includes issues such as access and equity, racism, and communication/language barriers

Stephen WENGER

Assistant General Manager
Australian Protective Service
National Headquarters
111 Alinga Street
Canberra ACT 2601

Ph: (06) 2753584
Fax: (06) 2753823

Profile:

- the Australian Protective Service provides custodial officers for Immigration Detention Centres
- training courses conducted for these officers include cross-cultural communication skills

NEW SOUTH WALES

Barbara BEE

Education Consultant
53 Wilson Street
Wentworth Falls NSW 2782

Ph: (047) 573719
Fax: (047) 591633

Profile:

- educational consultant specialising in multicultural perspectives of women's education, vocational and health issues
- ex TAFE teacher and Women's Access Co-ordinator
- writes books, articles, curriculum materials on women and work issues, literacy and social justice materials for women's literacy, UNESCO

Les CLIFTON

Head Teacher
Newcastle Technical College
Maitland Road
Tighes Hill NSW 2297

Ph: (049) 617296
Fax: (049) 691262

Profile:

- Head teacher of Communication whose teachers are increasingly working with NESB students of various nationalities
- also has a number of NESB students in general education English classes

Penny BELL

10 Grandview Parade
Caringbah NSW 2229

Ph: (02) 5272880

Profile:

- private consultant in the training field
- interests include an awareness and development of strategies to improve workplace communication

Christine DEACON

21 Bilberry Avenue
Bilgola Plateau NSW 2107

Ph: (02) 9186601
Fax: (02) 9186601 (Fax switch)

Profile:

- full-time freelance writing (popular educational and technical), scriptwriting, editing, photography, design and production
- currently teaching at North Sydney TAFE

Assoc Prof Anne-Katrin ECKERMANN

Head of Department
Aboriginal and Multicultural Studies
University of New England
Armidale NSW 2351

Ph: (067) 734323
Fax: (067) 734411

Profile:

- offers as a consultant cross-cultural consultancy in community development/action research, education and health/welfare areas generally as well as cross-cultural training/education in small group workshop situations

Dr Barbara FERGUSON

Director
Centre for Cross-Cultural Social Work Education
School of Social Work
University of NSW
PO Box 1
Kensington NSW 2033

Ph: (02) 6974748/45
Fax: (02) 6628991

Profile:

- editor of text in *Health Care and Immigrants* which emphasises cross-cultural communication
- conducts numerous workshops for staff in government and non-government organisations in health and welfare in NSW, Tas. and Vic.
- eight years in Vietnam, 6 years in Pacific Islands
- research into refugee resettlement

Steve GEORGOPOULOS

Regional Multicultural Education Co-ordinator
Hunter Institute of Technology
Newcastle Campus
Maitland Road
Tighes Hill NSW 2297

Ph: (049) 617463
Fax: (049) 691262

Profile:

- involved in cross-cultural sensitivity programs
- interested in anti-racist policies
- also interested in cultures of indigenous people around the world

Suellen GOARD

Course Co-ordinator
TAFE NSW
PO Box 787
Dubbo NSW 2830

Ph: (068) 813432
Fax: (068) 813466

Profile:

- co-ordinator of course for women who want to re-enter workforce, change career path or undertake further study
- also teaches Communication and English to TAFE students

Daryll HADFIELD

Manager Human Resources
Slab and Plate Products Division
Port Kembla Steelworks
PO Box 1854
Wollongong NSW 2500

Ph: (042) 757182
Fax: (042) 757159

Janet HALLIDAY

Head Teacher
English/Communication
General Studies
Western Sydney Institute of TAFE
Mount Druitt College
Cnr Mount Street and North Parade
Mount Druitt NSW 2770

Ph: (02) 6251352
Fax: (02) 6251352

Profile:

- teaches English, Communication, and ESOL in a college with a large number of NESB and Aboriginal students
- liaises with NSW Police Department for testing of Aboriginal recruits

Jenny HISLOP

Cross-Cultural Communication Unit
English in the Workplace Program
Adult Migrant English Service
90-92 Phillip Street
Parramatta NSW 2150

Ph: (02) 8939046
Fax: (02) 8939009

Profile:

- involved in developing and presenting cross-cultural communication workshops to mangers and supervisors of both public and private sector organisations involved in the English in the Workplace Program, and in designing and presenting specialised cross-cultural consultancies, eg. Train-the-Trainer, Customer Liaison
- works with other members of the unit who have designed consultancies in cross-cultural perspectives in job selection, accent, and restructuring

Alan HODGE

Consultant
RMB 6138 Taylor Road
Lisarow NSW 2250

Ph: (043) 241241
Fax: (043) 291760

Profile:

- retired in 1988 as Head of the Multicultural Centre of Sydney CAE (now University of Sydney)
- author of *Communicating Across Cultures - An ABC of Cultural Awareness* and has lectured widely to students, graduates and professionals on issues relating to culture and communication

Diana ILES

Director of ELICOS
University of Sydney
Sydney NSW 2006

Ph: (02) 6922222
Fax: (02) 6924761/2

Profile:

- current director of a MACSP project whose aim is to integrate cross-cultural elements into legal education with a particular focus on the discourse of lawyer-client consultations
- former teacher educator in the TESOL field
- wide range of experience in communication training in the workplace, having acted as consultant for OTC International and Telecom
- interested in cross-cultural communication with peoples from the South East Asian geographic area

Dr Christine INGLIS

Director
Multicultural Centre, A22
University of Sydney
NSW 2006

Ph: (02) 5192888
Fax: (02) 5503173

Profile:

- in conjunction with staff at the Multicultural Centre, has developed a Master's program in Human Resource Development which includes courses in intercultural communication and other areas relevant to managing cultural diversity
- has prepared the first edition of a national *Directory of Cross-Cultural Courses and Trainers* and is planning a second edition
- is undertaking research and evaluation of existing cross-cultural courses, for example, in the Australian Public Service

Richard JENKINS

National Adviser
Education and Training
Metal Trades Industry Association
51 Walker Street
North Sydney NSW 2060

Ph: (02) 9295566
Fax: (02) 9298758

Profile:

- work involves developing training arrangements for the metal and engineering industry especially those associated with award restructuring, also working on the interface between training and industrial relations
- previous study majoring in linguistics has led to a strong interest in cross-cultural communication

Susan KING

Co-ordinator Grad. Dip. Adult Ed. (TESOL)
Department of Language and Literacy
School of Adult Language Education
University of Technology Sydney
PO Box 123
Broadway NSW 2007

Ph: (02) 3303855
Fax: (02) 3303939

Profile:

- designed and taught assessable subjects in Teaching Across Cultures for post graduate students who are training to be TAFE teachers and community educators
- has developed a range of materials and a skills manual *Multi-cultural Skills for Adult Educators* and a 2 day workshop for workplace trainers and supervisors titled *Meeting the Challenge of a Multicultural Workplace*

Jim KOUKOUMAS

Senior Project Officer
EEO Unit
Water Board
PO Box A53
Sydney South NSW 2000

Ph: (02) 2695740
Fax: (02) 2696743

Laurie MAKIN

Senior Lecturer
Institute of Early Childhood
Macquarie University
PO Box 135
Waverley NSW 2024

Ph: (02) 3894777
Fax: (02) 3877175

Profile:

- research interests: classroom discourse (preschool to Year 6), with particular interest in differential education experiences of English speaking background (ESB) children and children whose home language is a language other than English
- co-ordinator of the Home Languages Support Project, 1990-1992

Giselle MAWER

English in the Workplace
Adult Migrant Education Service
PO Box 1222
Darlinghurst NSW 2010

Ph: (02) 2899144
Fax: (02) 2819696

Profile:

- has been involved in cross-cultural communication and training for over 8 years
- involvement has included the establishment of a cross-cultural unit in English in the Workplace, staff training and development, the production of training materials (*Working It Out* video) and delivery
- over the last 2 years interests have focussed on the implementation of restructuring and workplace reform in multicultural workplaces: making training programs accessible, participatory management practices and team work more effective

Ros MACKAY

Teacher Communication
Hornsby College of TAFE
205 Pacific Highway
Hornsby NSW 2077

Ph: (02) 4767279
Fax: (02) 4776697

Profile:

- has been teaching Communication in NSW TAFE Colleges for 15 years

Mark MILLEN

Teacher-Trainer
English in The Workplace Unit
Adult Migrant English Service
PO Box 1222
Darlinghurst NSW 2010

Ph: (02) 2899144
Fax: (02) 2819696

Profile:

- background in social anthropology and linguistics
- has taught in a number of countries including Jamaica, New Zealand, Papua New Guinea and Zimbabwe
- for the past three years has worked in workplace language training and cross-cultural skills development in Sydney
- currently engaged in an NCELTR research project on cross-cultural perspectives in the job selection process

Janet MILLER

Senior Head Teacher
Communication
Granville College of TAFE
William Street
Granville NSW 2142

Ph: (02) 6829279
Fax: (02) 6820281

Profile:

- Granville College is in a culturally and linguistically diverse part of the city, students reflect this and the section teaches communication subjects to students in trade, Advanced Certificate and Associate Diploma courses and daily encounters the complexities of cross-cultural communication
- the section also services a Certificate in Career Education for Women (NESB) and English and Clerical Skills for Migrants - PS access/promotion

Marie MORTENSEN

Regional Multicultural Education Co-ordinator
Wollongong TAFE
PO Box 1223
Wollongong NSW 2500

Ph: (042) 290151
Fax: (042) 290641

Profile:

- taught in Australian schools 20 years and TAFE 8 years with literacy and ESP, also taught in Italy
- interests include cross-cultural communication, human rights, linguistics, marketing and advertising

Chandrima MUKERJEE

Regional Multicultural Education Co-ordinator
TAFE NSW
Liverpool College of TAFE
PO Box 319
Liverpool NSW 2170

Ph: (02) 8275257
Fax: (02) 8275200

Profile:

- as a regional co-ordinator provides
  - management of education programs
  - consultations and liaison role
  - linking between TAFE, industry and ethnic communities
  - staff development activities and teaching duties
  - community liaison
  - an advisory role

Catherine O'GRADY

8 Charles Street
Forest Lodge NSW 2037

Ph: (02) 2899144
Fax: (02) 2819696

Profile

- Currently working on NCELTR/AMES funded project, *Cross-Cultural Issues in Job Selection*

Antony PALAMARA

ITALOZ (Interactive Training and Learning in Oz)
30 Burwood Road
Concord NSW 2137

Ph: (02) 7473483

Profile:

- provides training in:
    - cross-cultural communication and awareness
    - integrating a cross-cultural perspective into teaching and training
    - managing a diverse workforce
    - customer service (with cross-cultural emphasis)
    - train the cross-cultural trainer
    - marketing cross-cultural services
    - implementing access and equity
    - public education (focus on reaching people of NESB)

PHUA Seng-Min

Multicultural Education Co-ordinator
Multicultural Education
Granville TAFE
136 Williams Street
Granville NSW 2142

Ph: (02) 6820308
Fax: (02) 6820437

Profile:

- areas of expertise: teaching strategies for NESB learners - communication in a multicultural classroom - cross-cultural counselling - cross-cultural communication in the workplace - multicultural and anti-racist strategies - multicultural perspectives in the selection interview - managing a multicultural workplace
- has been involved in designing and conducting staff development workshops on cross-cultural communication and multicultural education issues for many years

David RICHARDS

Senior Education Officer
Multicultural Access Centre
Ground Floor
6-8 Holden Street
Ashfield NSW 2131

Ph: (02) 7995933
Fax: (02) 7999615

Profile:

- involved in curriculum design and materials development for migrant specific courses and multicultural classes in vocational education
- also involved in staff development on effective communication in the multicultural classroom

Amir SALEM

Regional Multicultural Education Co-ordinator
Sydney Institute of Technology
Cnr Darley and King Streets
Randwick NSW 2031

Ph: (02) 3980594
Fax: (02) 3986767

Profile:

- as regional co-ordinator provides - management of education programs - consultation and liaison - linking between TAFE, industry and ethnic communities - staff development activities and teaching duties - community liaison - an advisory role

Dr Cheng Lian SIM

Senior Education Officer
Multicultural Education Programs
Multicultural Access Centre
6-8 Holden Street
Ashfield NSW 2204

Ph: (02) 7995933
Fax: (02) 7999615

Profile:

- involved in multicultural curriculum and cross-cultural training

Aida TABET

Co-ordinator Multicultural Education
PO Box 361
Bankstown NSW 2200

Ph: (02) 7078602
Fax: (02) 7086470

Profile:

- involved in training staff on cross-cultural issues; teaching students cross-cultural communication subjects
- preparing staff development materials which would help staff in their service provision to NESB students through verbal/written communication

Jo TRAVAGLIA

The Multicultural Centre , A22
The University of Sydney
Camperdown NSW 2006

Ph: (02) 5192888
Fax: (02) 5503173

Angela TSOUKATOS

Water Board
PO Box A53
Sydney South NSW 2000

Ph: (02) 2695882
Fax: (02) 2675887

Diane WARWICK

Principal ESOL Programs
Sydney Technical College
NSW TAFE
125 Main Street
Blacktown NSW 2148

Ph: (02) 6713099
Fax: (02) 6713043

Lesley WILLCOXSEN

The Centre for Teaching and Learning
Sydney University
Sydney NSW 2006

Ph: (02) 6923725
Fax: (02) 6924331

Frances WILSON

Co-ordinator Resources and Publications
NCELTR
Macquarie University
NSW 2109

Ph: (02) 8057673
Fax: (02) 8057849

NORTHERN TERRITORY

Lee CLARKE

Project Officer
Curriculum Management and Accreditation Unit
TAFE Professional Support Services
PO Box 4821
Darwin NT 0801

Ph: (089) 895727
Fax: (089) 895674

Profile:

- works on accreditation of TAFE courses assisting private and government bodies to design TAFE courses within CBT format
- interested in cross-cultural communication; adult literacy; communication skills - the interface between private sector and higher education, and accessing suitable courses

Carmel DOWLING

Adult Literacy Co-ordinator
Curriculum Management and Accreditation Unit
TAFE Professional Support Services
PO Box 4821
Darwin NT 0801

Ph: (089) 895783
Fax: (089) 895674

Profile:

- involved in the cross-cultural factors in adult literacy learning and the cultural dimension of literacy

Pam HOWARD

Senior Lecturer Programs B
Adult Migrant Education Centre
PO Box 42371
Casuarina NT 0811

Ph: (089) 278344
Fax: (089) 450206

Profile:

- a major component of duties is the establishment and delivery of Workplace English Language and Literacy Programs
- conducts cross-cultural communication programs as well as English language programs for industry

Jan HOWELLS

Counsellor
Adult Migrant Education Centre
PO Box 42371
Casuarina NT 0811

Ph: (089) 278344
Fax: (089) 450206

Profile:

- counsellor and psychologist with expertise in English language assessment, cross-cultural counselling, and the provision of vocationally oriented personal development programs
- current interest is in the area of adult literacy

John LIVESLEY

Senior Lecturer
Student Support Services
Adult Migrant Education Centre
PO Box 42371
Casuarina NT 0811

Ph: (089) 278344
Fax: (089) 450206

Profile:

- as Senior Lecturer conducts cross-cultural training workshops for government departments and businesses

Bill McGRATH

Manager
TAFE Professional Support Service
Tertiary Policy Planning Branch
GPO Box 4821
Darwin NT 0801

Ph: (089) 895604
Fax: (089) 895674

Profile:

- involved in TAFE curriculum development and staff development
- studies specialised in cross-cultural issues

David ODLING-SMEE

Project Manager ACTRAC
Indonesian Business Culture and Language
TAFE Section
Department of Education
GPO Box 4821
Darwin NT 0801

Ph: (089) 895757
Fax: (089) 895674

Profile:

- worked with traditional Aboriginals at secondary, primary and tertiary levels, mostly at principal of college level
- working in area of teaching English to Indonesians and teaching Indonesian to Australians (taught in Indonesia in 1989)
- currently composing curriculum for Australian business people who wish to trade in Indonesia (Contents: Indonesian Language and Culture)
- expertise in TESL and TESL/teacher education/ teaching Bahasa Indonesian/curriculum development/education administration
- other interests include Indonesian sociolinguistics and non-government schooling in Indonesia

Robyn TURNBULL

Principal
Adult Migrant Education Centre
PO Box 42371
Casuarina NT 0810

Ph: (089) 278344
Fax: (089) 450206

Profile:

- as Principal responsible for all programs conducted by the Centre
- also the NT representative on the National Reference Group for the project *Cross-Cultural Training for TAFE Staff*

QUEENSLAND

Jennifer BAILEY

Technical Teacher
The Language Centre
Gold Coast Institute of TAFE
PO Box 5547 GCMC
Bundall QLD 4217

Ph: (075) 329300
Fax: (075) 912408

Profile:

- Program Manager CNA79 Certificate of English as a Second Language (student profiles - 42 nationalities, 240 students)

Christine BUNDESEN

Director TESOL Programs
The University of Queensland
Queensland 4072

Ph: (07) 3656500
Fax: (07) 3656599

Profile:

- holds the position of Director TESOL Programs and Administrator IELTS Testing Centre (Brisbane)
- currently Chairperson of the National ELICOS Association
- principal interests and expertise lie in the areas of TESOL administration; the role of the ELICOS sector in international education; international education policy, promotion and marketing; English language proficiency assessment and entry in formal training; English for Special Purposes program design

Chrys CASTELLARO

Cultural Equity Advisor
Valley School Support Centre
PO Box 1458
Queensland 4006

Ph: (07) 8541951
Fax: (07) 8541019

Profile:

- working within Metropolitan East region, Department of Education, Queensland
- working specifically within the area of senior schooling looking at subject selection for students from a non-English speaking background
- also working within primary schools looking at how curriculum can be made culturally inclusive
- particularly interested in working with NESB parents and youth, and also very interested in cross-cultural awareness programs

Prof Victor CALLAN

Graduate School of Management
University of Queensland
Queensland 4072

Ph: (07) 365475
Fax: (07) 3656988

Profile:

- research and consultancy interest in verbal, vocal and nonverbal aspects of cross and inter-cultural communication
- special interest, together with Assoc Prof C Gallois, in communication strategies in inter-cultural contexts (target groups - Anglo-Australian, immigrant Australians, and overseas students in Australia)

Toni DOWD

Cross-Cultural Consultants Pty Ltd
16 Dempsey Street
Annerley Queensland 4103

Ph: (07) 8482520
Fax: (07) 8484533

Profile:

- offers a cross-cultural consultancy in community development/ action research, education and health/welfare areas generally as well as cross-cultural training/education in small group workshop situations

Associate Professor Cynthia GALLOIS

Reader
Department of Psychology
University of Queensland
Queensland 4072

Ph: (07) 3656417
Fax: (07) 3654466

Profile:

- communication accommodation in inter-ethnic interactions, communication between Chinese overseas students and Australians, communication between migrants and Australians, perceptions of accented English, cross-cultural interpersonal communication

Paul Michael FITZPATRICK

Senior Sergeant
Queensland Police Academy
Oxley PO Box 136
Corinda Qld 4075

Ph: (07) 3754057 ext. 208
Fax: (07) 3755872 or (07) 3754743

Profile:

- presently a resource/liaison officer within the Queensland Police Academy for Education and Training Programs
- also lectures at the TAFE College in the areas of Associate Diploma Business (Justice Administration - police stream), and instructional skills

Luaine HAWKINS

Teacher Migrant Education
Cairns TAFE College
PMB 1
Cairns Qld 4870

Ph: (070) 507532

`Profile:

- teaches English to migrants of an intermediate and advanced level

Dr Neil HOLM

Director
International House
5 Rock Street
St Lucia QLD 4067

Ph: (07) 8709593
Fax: (07) 8703568

Profile:

- Director of International House, the University of Queensland, since 1987
- previously 20 years experience in Aboriginal education/administration in Northern Territory

Marianne KELLETT

Principal Teacher
Migrant Studies
Yeronga College of Technical and Further Education
Cnr Park Road and Villa Street
PO Box 45
Yeronga QLD 4104

Ph: (07) 8488588
Fax: (07) 8922031

Sonya LINK

Project Officer
ATSI Unit (Aboriginal & Torres Strait Islander Unit)
TAFE-TEQ
PMB 3
South Brisbane QLD 4101

Ph: (07) 2396184
Fax: (07) 2396209

Profile:

- Project Officer developing cross-cultural resource package
- involved in staff training and development for Aboriginal and Torres Strait Islander staff in Queensland
- co-ordinates Associate Diploma of Education (ATSI Community Development) CN444
- has a long history of involvement with Aboriginal and Torres Strait Islander community education and employment development and training program
- has had extensive involvement and is committed particularly to ATSI issues

Katherine MANN

ATSIC Project
c/- Community Policing Support Branch
Queensland Police Service
PO Box 1440
Brisbane QLD 4001

Ph: (07) 3646894
Fax: (07) 2361949

Judy MACFARLANE

Student Counsellor
University of Central Queensland
Rockhampton Campus
Rockhampton QLD 4702

Ph: (079) 309459
Fax: (079) 309366

Profile:

- has responsibility for counselling both undergraduate and postgraduate overseas students
- offers support services to students that are focused on a preventive approach and include comprehensive on-arrival orientation, follow up orientation sessions and return home seminars
- member of the Overseas Student Advisors Network of the Australian and New Zealand Students Services Association

Marie MORRISON

Overseas Student Support Officer
Counselling Services
University of Queensland
Queensland 4072

Ph: (07) 3651757
Fax: (07) 3651702

Lou MYLES

Cross-Cultural Training and Development Consultant
PO Box 141
Strathpine
QLD 4500

Ph: (07) 2057334
Paging Service: 8316199
Quote Page: No. 18706

Profile:

- provides holistic presentations at workshop type facilitations
- focuses on NESB/migrant issues; EEO and affirmative action; social justice policy strategies; Filipino culture; Philippine society and history; women's issues; awareness of Aboriginal and Torres Strait Islander cultures and societies

Ruth PALMANI

ESL Teacher,
ESL Home Tutor
2/9 Croydon Road
Woodbridge Qld 4114

Ph: (07) 8084685

Profile:

- is a translator (Filipino Group) and involved in language services
- teaches beginning Tagalog (Filipino)
- co-host of the Filipino Program on Radio 4EB

Jason Ingram ROTH

ESL Support Program
Kangaroo Point College of TAFE
PO Box 271
Hamilton Central QLD 4007

Ph: (07) 8962333
Fax: (07) 3931462

Profile:

- provides English language support for overseas and NESB adult Certificate and Associate Diploma students

Helen SCHWENCKE

Cross-Cultural Trainer
Working Together Workshops
Training Consultancy
PO Box 5170
West End QLD 4101

Ph: (07) 8446677

Profile:

- involved in group process training with community groups, both in Brisbane and in the Netherlands, since 1982
- participated in an extensive Train-the-Trainer Program - subsequent courses undertaken at the Interaction Academy in Belgium have heavily informed cross-cultural training practice
- currently working as a freelance trainer in cross-cultural communication, group dynamics and group facilitation and how people work together to produce situations
- in training places an emphasis on the context for people's behaviour, training is based on a Systems approach
- a recent project has been self-esteem training, from a cross-cultural perspective, for recently arrived Vietnamese youth

Ros SHARP

Literacy/ESL Teacher
Gympie College of TAFE
Cartwright Road
PO Box 243
Gympie QLD 4570

Ph: (074) 822055
Fax: (074) 828000

Profile:

- spent 13 years teaching in PNG, much of the time in cross-cultural schools

Mara SIKSNA

Program Manager
Staff Development
Tertiary Education Institute
University of Queensland
Queensland 4072

Ph: (07) 3652666
Fax: (07) 3651966

Profile:

- organises programs for staff in cross-cultural communication and awareness
- working in Latvia this year to promote cross-transference of staff development systems between very different cultures in vastly different contexts
- having raised bi-lingual children in Australia, has had a long-standing interest and contact with ethnic education (Latvian)

Vicki TELENI

Program Co-ordinator
Language and Literacy Unit
Townsville TAFE
PMB 1
Hermit Park
QLD 4812

Ph: (077) 223623
Fax: (077) 223606

Profile:

- researches into language and literacy styles of NESB students completing TAFE courses in English, and attitudes of ESB employers towards the language of NESB job-seekers

Dr Robyn WASSON

Manager
Service Industries Studies Branch
TAFE-TEQ
PMB3
South Brisbane QLD 4101

Ph: (07) 2371141
Fax: (07) 2371326

Profile:

- academic interest area includes the multicultural classroom; the interface of anthropology, education and art; and, culturally responsive curricula

Maxine Anne YUNKER

Constable of Police
Queensland Police Academy
Oxley
PO Box 136
Corinda QLD 4075

Fax: (07) 3754743

Profile:

- presently a member of the ATSIC Unit attached to the Queensland Police Service which is in the process of producing manuals for pre-service and in-service police personnel on Aboriginal and Torres Strait Islander culture

SOUTH AUSTRALIA

Ross BARNETT

Senior Project Officer
Ethnic Communities' Council of SA
2nd Floor 13 Leigh Street
Adelaide SA 5000

Ph: (08) 2126267
Fax: (08) 4101557

Profile:

- currently working with ethnic communities developing ethnic-specific aged care hostels
- interested in cross-cultural awareness training for service providing agencies and use of interpreters
- has designed and run *Working with Interpreters* courses for professionals

Robert BEAN

Manager
Workplace Education Service
3rd Floor 132 Grenfell Street
Adelaide SA 5000

Ph: (08) 2324168
Fax: (08) 2322187

Profile:

- provides a consultancy on workplace communication systems
- involved in workplace-based training in communicating with a diverse workforce

Jim CALANTZIS

Ethnic Communities' Council of SA
2nd Floor 13 Leigh Street
Adelaide SA 5000

Ph: (08) 2126267
Fax: (08) 4101557

Christa CHRISTAKI

Manager
Community Relations
Office of Multicultural and Ethnic Affairs
24 Flinders Street
Adelaide SA 5000

Ph: (08) 2261944
Fax: (08) 2261955

Profile:

- involved in the development and provision of cross-cultural training programs for service providers, managers and trainers in the government and non-government sectors
- has expertise in cross-cultural training, community relations, promotion of multiculturalism, cross-cultural counselling, and community development with NESB communities

Ray CLARK

Consultant
Human Resource Development Unit
Marleston College of TAFE
Marleston SA 5033

Ph: (08) 4166489
Fax: (08) 3521420

Profile:

- involved in cross-cultural communication in the workplace (building an effective workforce), job analysis/skills audits using 'inclusive' methodologies, team development/participatory work practices
- acts as sexual harassment and equal opportunity contact officer

David DONALDSON

Donaldson Training
17 Labrina Avenue
Prospect SA 5082

Ph: (08) 3447055

Profile:

- training interests include first line management; participation, consultation, negotiation; listening and writing; managing for service and quality
- experience in Papua New Guinea
- special interests are film, video, self-teaching media

Ann FIELD

Acting Senior Lecturer
Counselling
Adult Migrant Education Services
Renaissance Centre
5th Floor 127 Rundle Mall
Adelaide SA 5000

Ph: (08) 2240922
Fax: (08) 2321826

Profile:

- the AMES counselling service provides and has expertise in the area of English language assessment and a referral service for appropriate educational placement
- also has extensive experience in dealing with many cultures across a wide socio-economic and cultural range of circumstances

Claude HEDRICK

Claude Hedrick and Associates
Consulting and Training Specialising in Cultural Diversity
33 Kyeema Avenue
Cumberland Park SA 5041

Ph: (08) 2724757 or (08) 2012598
Fax: (08) 2724757

Profile:

- has over twenty years experience in the cross-cultural field, including overseas research, community development, staff development and direct service delivery
- has had five years as Executive Officer of the Migrant Resource Centre of SA Inc
- undertook a national survey of cross-cultural education in tertiary education and organised a national conference on cross-cultural communication and education as a Research Fellow of the Centre for Multicultural Studies, Flinders University, under a MACSP grant
- conducted cross-cultural staff development programs on a broad range of topics in universities and TAFE colleges around Australia and organised a national cross-cultural train the trainer workshop and conference on professional cross-cultural staff development for tertiary, industry, government and non-government sectors, as part of the National Centre for Cross-Cultural Curriculum and Staff Development, Flinders University, funded under a National Reserve Priority grant
- is working part-time for the National Centre for Cross-Cultural Curriculum and Staff Development
- as a private consultant, specialising in cultural diversity, works in the areas of strategic planning, conferences, seminars and workshops, staff development and training, community consultations, research and project and program development

Prue HEMMING

ESL Lecturer
Educational Services
Regency College of TAFE
Days Road
Regency Park SA 5000

Ph: (08) 3484444
Fax: (08) 3484200

Profile:

- ESL Learning Support and Cross-Cultural Communications Lecturer
- expertise in cross-cultural staff development, course design and implementation, personal concerns action based approach; integrated language and vocational learning programs, development and management
- consultant for the implementation of multicultural policy guidelines in organisations

David HOLLINSWORTH

Lecturer Aboriginal Studies
University of SA
Holbrooks Road
Underdale SA 5032

Ph: (08) 3026302
Fax: (08) 3026711

Profile:

- involved in study of Australian racism, anti-racist strategies, especially community relations, education and institutions
- interests include representations of 'race' in the media; Aboriginal studies, especially politics; and creation of 'knowledges' about difference and racial categories

Sally JEREMIC

Senior Lecturer Counselling
Adult Migrant Education Services
Renaissance Centre
5th Floor
127 Rundle Mall
Adelaide SA 5000

Ph: (08) 2240922
Fax: (08) 2321826

Profile:

- provides and has expertise in the area of English language assessment and a referral service for appropriate educational placement
- also has extensive experience in dealing with many cultures across a wide socio-economic and cultural range of circumstances

Rosemary MATWIEJCZYK

Co-ordinator ESL in the Mainstream Project
Languages and Multicultural Unit
Education Department of SA
Robson Road
Hectorville SA

Ph: (08) 3376777
Fax: (08) 3650571

Profile:

- co-ordinator of the South Australian *ESL in the Mainstream Project* and co-writer of the *ESL in the Mainstream Teacher Development Course*
- current work includes co-ordinating the adaptation of the course for teachers of Pitjantjatjara students
- has had many years experience as an ESL teacher
- has worked with the Adult Migrant Education Services, and has taught English as a foreign language in France and Belgium

Robyn MITCHELL

Director Human Resources
Spastic Centres of SA
98 Woodville Road
Woodville SA 5011

Ph: (08) 2685000
Fax: (08) 3470525

Profile:

- has worked for more than 10 years in the area of cross-cultural counselling particularly newly arrived migrants and refugees
- written staff development materials and taught in TAFE in SA
- a founding member of the Network for Intercultural Communication and Secretary of the Indo-Chinese Australian Women's Association

Rita PERKONS

Project Officer
Aged Care
Ethnic Communities' Council of SA
2nd Floor 13 Leigh Street
Adelaide SA 5000

Ph: (08) 2126267
Fax: (08) 4101557

Profile:

- has produced a kit containing key phrases translated into approximately 16 community languages
- working mainly with NESB older residents of Department of Health, Housing and Community Services subsidised hostels and nursing homes
- offers information sessions to staff of these facilities on cultural issues of their NESB residents
- provides lectures to TAFE students
- promotes and assists in clustering in mainstream facilities

Rosemary PURCELL

Lecturer in Adult Literacy
Adelaide College of TAFE
PO Box 1872
Adelaide SA 5001

Ph: (08) 2078257
Fax: (08) 2078597

Profile:

- as a lecturer is involved with the student population at Adelaide TAFE (approximately 25% NESB, most being long term residents with minimal literacy in their first language)

Neil QUINTRELL

Head
Health and Counselling Service
Flinders University of SA
GPO Box 2100
Adelaide SA 5001

Ph: (08) 2012117
Fax: (08) 2013000

Profile:

- registered psychologist and head of the Flinders University Health and Counselling Service
- has had to gain cross-cultural experience by travel and study
- also been working in the area of cross-cultural training for five years and has been a visiting lecturer at the University of British Columbia with whom he maintains research links in the area of overseas student programs and adjustment

John RICE

Lecturer
Literacy and Numeracy
School of Aboriginal Education
Adelaide College of TAFE
221 Wakefield Street
Adelaide SA 5000

Ph: (08) 2364600
Fax: (08) 2364699

Profile:

- produces materials for ESL/literacy/numeracy programme in Pitjantjatjara communities
- involved in inservicing staff in methodologies for teaching in these areas, and also buying/ordering appropriate materials

Professor Faith TRENT

Dean of Academic and Student Affairs
Flinders University of SA
GPO Box 2100
Adelaide SA 5001

Ph: (08) 2013169
Fax: (08) 2013171

Profile:

- Ministerial Nominee on Tertiary Multicultural Education Committee of SA
- has numerous staff development and curriculum consultancies
- is a member of Board of Centre for Multicultural Studies
- is Co-director, Cross-Cultural Centre for Curriculum and Staff Development

Viv WILSON

Senior Lecturer
School of Electronic Engineering
Regency College of TAFE
Days Road
Regency Park SA 5010

Ph: (08) 3484444
Fax: (08) 3484261

Profile:

- Senior Lecturer in the School of Electronic Engineering
- expertise in educational management relating to NESB students in vocational training including selection and entry pathways; integrated vocational and language course components, planning and development; and, staff development strategies

TASMANIA

Robin BOWDEN

Social Worker for AIDAB
Spokesperson for NIC
AIDAB
GPO Box 1687
Hobart TAS 7001

Ph: (002) 350950
Fax: (002) 240166

Profile:

- interests include cross-cultural communication, working with overseas students from non-European cultures; has also lived for short periods in one mainland and one island non-European culture
- has great interest and some skill in communicating with Aboriginal people
- also has some experience in communicating with people of mid- and south-European background in stressful situations

Sister Mary Philip COWMEADOW

ESL Teacher
AMES
175 Collins Street
Hobart TAS 7005

Ph: (002) 337119
Fax: (002) 313049

Profile:

- specially interested in resettlement welfare
- has had 5 years experience in Papua New Guinea and speaks fluent Melanesian Pidgin

Judy COX

ESL Teacher
AMES
175 Collins Street
Hobart TAS 7005

Ph: (002) 337119
Fax: (002) 313049

Profile:

- President of the Chinese Cultural Society/Chinese School, Tasmania

Penny DYER

Migrant Access Co-ordinator
Hobart Technical College
75 Campbell Street
Hobart TAS 7000

Ph: (002) 337380
Fax: (002) 312899

Kerry EDWARDS

State Co-ordinator
TAFE International Education Tasmania
Planning and Co-ordination
Department of Employment, Industrial
Relations and Training
110 Murray Street
Hobart TAS 7000

Ph: (002) 337019
Fax: (002) 346806

Profile:

- involved in co-ordinating full-fee paying students entering TAFE, students predominantly from South-East Asia
- also involved in marketing the program, and recruiting students

Margaret ELDRIDGE

Teacher
AMES
175 Collins Street
Hobart TAS

Ph: (002) 307119
Fax: (002) 313049

Profile:

- particularly interested in barriers to communication and attitudes to childbirth
- has run cultural awareness programmes for medical and non-medical hospital staff, government departments' counter staff etc
- particular experience with Vietnamese and Hmong refugees
- has also done voluntary work with overseas students in orientation for overseas students and sensitising of local community involved in Tasmanian Family Link Programmes and others

Margaret GUNN

ESL Teacher
AMES
175 Collins Street
Hobart TAS 7005

Ph: (002) 337119
Fax: (002) 3[illegible]3049

Profile:

- Secretary, Hobart Parish (Uniting Church) Refugee Settlement Committee

Carolyn HAYWARD

Migrant Liaison
Launceston College of TAFE
PO Box 1308
Launceston Tasmania 7250

Ph: (003) 362717
Fax: (003) 342528

Profile:

- involved in planning, coordinating and teaching language and vocational courses for NESB clients in the 003 region
- interests include advancing multicultural activities

Harry HIGGS

Teacher Co-ordinator
Aboriginal Training Programs
Hobart Technical College
75 Campbell Street
Hobart TAS 7001

Ph: (002) 312916
Fax: (002) 312916 (Fax switch)

Profile:

- works in the field of Aboriginal education at the Technical college
- involved in writing Aboriginal studies curriculum offered to adults
- has taught overseas and migrant students about Aboriginal cultures and contemporary issues
- interested in offering one day seminars for teachers as part of staff development related to these issues

Elizabeth HODSON

Acting Curriculum/Staff Development Co-ordinator
AMES
175 Collins Street
Hobart TAS 7005

Ph: (002) 337119
Fax: (002) 313049

Arnold KORVER

75 Cameron Street
Launceston TAS 7250

Ph: (003) 312300
Fax: (003) 342660

June MEZGER

Counsellor
Student Services
Launceston College of TAFE
PO Box 1308
Launceston TAS 7250

Ph: (003) 362716
Fax: (003) 342528

Profile:

- has been working with international students at Launceston College of TAFE since 1989 (orientation, counselling etc), has liaised with other staff (teachers and administrators) on issues related to international students, and has organised staff training in the area of international students
- in 1991 was seconded to develop a resource guide for teachers of international students in TAFE Australia, a TAFE national project funded by DEET, to be published by October 1992

Anne OLDING

Overseas Student Adviser
Hobart Technical College
75 Campbell Street
Hobart TAS 7000

Ph: (002) 337380 or (002) 337443
Fax: (002) 312899

Profile:

- position involves overall administration of the Overseas Student Program within the Hobart Technical College in liaison with Kerry Edwards and other College Administration: reception and orientation of students, academic monitoring, staff liaison, immigration in Medicare matters and general support for overseas students during their stay
- also responsible for recreation and social activities and liaison with the Overseas Student Welfare Officer - Michael James

Cheryl PFISTER

ESL Teacher/Educational Placement and Referral Teacher
AMES
175 Collins Street
Hobart TAS 7005

Ph: (002) 337119
Fax: (002) 313049

Profile:

- very experienced in cross-cultural educational counselling
- representative in the torture and trauma group recently established in Tasmania

Robin SMITH

ESL Teacher/Teacher-in-charge
AMES
175 Collins Street
Hobart TAS 7005

Ph: (002) 337119
Fax: (002) 313049

Profile:

- Secretary, Tasmanian Association of Multicultural Education
- has developed a special knowledge of the Hmong particularly through negotiations of English language provision with their community leader

Chris STREET

University of Tasmania
GPO Box 252C
Hobart TAS 7001

Ph: (002) 202705
Fax: (002) 202525

VICTORIA

Lynda ACHREN

Teacher/Teacher Trainer
Footscray Adult Migrant Education Centre
37-39 Moreland Street
Footscray VIC 3011

Ph: (03) 6873494

Profile:

- teacher of migrant adults with low educational backgrounds
- interested in cultural/educational concepts typically lacking in such students and in developing classroom materials/resources which address the issue
- trainer of Lao EFL teachers in practical classroom methodology/materials development appropriate for use in Lao classrooms

Susan Chou ALLENDER

AMES
Co-ordinator, Policy and Planning
1st Floor Myer House
250 Elizabeth Street
Melbourne VIC 3000

Ph: (03) 6632781
Fax: (03) 6631130

Profile:

- interested in the cross-cultural issues in learning and teaching in multicultural classrooms (teacher training); communicating effectively with a multicultural workforce (management training); culture and communicative competence (training for action research)

Aris ARESTI

Co-ordinator
Workplace Language Unit
Melbourne College of Textiles
25 Dawson Street
Brunswick VIC 3056

Ph: (03) 3899138
Fax: (03) 3899129

Profile:

- fully engrossed in the cross-cultural field as the work involves the design and delivery of courses for multicultural groups
- expertise is in the ESL field and has extensive experience of NESB students, position at MCT means it is necessary to visit industry
- areas of great interest are language/cultural barriers and customs/attitudes

Kenneth BOYD

Lecturer in Social Sciences and Communication
Dandenong College of TAFE
121 Stud Road
Dandenong VIC 3175

Ph: (03) 7975408
Fax: (03) 7975458

Vivienne CLARKE

Principal Consultant
The MaST Organisation (Victoria) Pty Ltd
745 Riversdale Road
Camberwell VIC 3124

Ph: (03) 8360111
Fax: (03) 8364825

Profile:

- the MaST Organisation has been commissioned by the Office of Multicultural Affairs to produce a Training Resources Kit to assist management training in business (the package is being developed by a team of five)
- specialises as a consultant in the design and development of instructional materials

Irene DONOHOUE CLYNE

Lecturer in Education
Institute of Education
University of Melbourne
Parkville VIC 3052

Ph: (03) 3448441
Fax: (03) 3448204

Profile:

- Co-ordinator of Cross-Cultural Communication in Teacher Education Project
- expertise in inservice/preservice cross-cultural communication skills workshops
- work and research directed towards improving cross-cultural communication in education

Brian ELKNER

Head, Marketing
TAFE Off-Campus Co-ordinating Authority
143 Franklin Street
Melbourne VIC 3000

Ph: (03) 3208179
Fax: (03) 3281703

Profile:

- project manager (design, development, flexible delivery strategies) of *Multicultural Communication* (option for Victorian TAFE Communication Skills), *Story, Music and Movement* (Aboriginal child care resource materials), and *Certificate in Child Care (Home-based)* (six units with a multicultural focus in some)
- project initiator, mentor of workplace literacy with an ESL focus (contacts in union movement and industry)

Simon FRASER

Teacher
Royal Melbourne Institute of Technology
Department of Legal and Economic Studies
GPO Box 2476V
Melbourne VIC 3001

Ph: (03) 6604774
Fax: (03) 6604652

Profile:

- has been teaching the course *Cultural Differences in International Trade* for five years
- through consultancy business, given seminars and advised and assisted Australian exporters in the area of comparative business culture
- recently finished a textbook used as an introductory guide in the course, and currently working on a re-write of the textbook using additional information and additional country analysis
- speaks Indonesian, and has made several trips throughout the region of South, South-East, and North Asia

Tonina GUCCIARDO

Community Education Officer
Ecumenical Migration Centre
125 Leicester Street
Fitzroy VIC 3065

Ph: (03) 4160044
Fax: (03) 4161827

Ilonka GUSE-BRENNFLECK

Co-ordinator for Supervision and Management Training
Melbourne College of Textiles
25 Dawson Street
Brunswick VIC 3056

Ph: (03) 3899138
Fax: (03) 3899129

Profile:

- as a teacher (Communication Skills, ESL, Supervision) comes across a lot of multicultural classes
- from observations as a teacher it would be good if all courses had a component discussing behavioural difference in various cultures so as to avoid communication breakdowns due to ignorance of customs/attitudes

Ron HARPER

Tertiary Publisher
Longman Cheshire
95 Coventry Street
South Melbourne VIC 3205

Ph: (03) 6970666
Fax: (03) 6992041

Profile

- publishes books about multiculturism

Chris KENYON

Writer and Workshop Presenter
19/8 The Strand
Williamstown VIC 3016

Ph: (03) 3972235
Fax: (03) 3972235

Profile:

- has worked in South East Asia, Europe, North America, Central Africa and the Middle East
- major interest is in running cross-cultural awareness workshops to give people more understanding and increased skills when working in cross-cultural situations
- with Araya Amrapala (in Thailand) has published *More than G'day* - a guide for people working with overseas students - third edition due out in 1993
- also distributes *Deedeekun - the Simulation*, one of the best cross-cultural simulations released on the world market in the last three years

Ivan KOLARIK

Police Ethnic Affairs Adviser
Victoria Police
380 William Street
Melbourne VIC 3000

Ph: (03) 4862513
Fax: (03) 4818250

Profile:

- provides police services in a culturally diverse society
- involved in cross-cultural awareness training of police and disaster management re: needs of NESB people

George LUKACUS

Director
Prahran Migrant Resource Centre
24 Victoria Street
Windsor VIC 3181

Ph: (03) 5213499

Fern MARRIOTT

PO Box 334
Mooroolbark VIC 3138

Ph: (03) 7267772
Fax: (03) 7267772

Profile:

- Currently working on a MASCP funded project, *Cross-Cultural Management – A Values Exploration*

Dr Anne PAUWELS

Executive Director
Language and Society Centre
National Language and Literacy Institute of Australia
Monash University
Clayton VIC 3168

Ph: (03) 5652237
Fax: (03) 5652294

Profile:

- involved in cross-cultural communication in medicine, law and industry
- develops guides on cross-cultural communication for students and professionals

Torrey ORTON

Torrey Orton and Associates Pty Ltd
11 Wertheim Street
Richmond VIC 3121

Ph: (03) 4287462
Fax: (03) 4287462

Profile:

- has worked overseas in USA, France and China for extended periods
- was a manager of human resource services in the public sector and finance organisations
- recent major training/development projects include
  - performance management
  - change mangement processes
  - information technology process management
  - discrimination in the workplace

Jenny RAMM

ESL Teacher
Collingwood AMEC
PO Box 63
Abbotsford Vic 3067

Ph: (03) 4176681
Fax: (03) 4161279

Profile:

- currently teaching English as a Second Language to recently arrived migrants
- has researched ways of teaching students with minimal formal education (0 -7 years schooling) and developed materials suitable for teaching beginning ESL to these students
- has also taught English in South-East Asia for over six years

Crina VIRGONA

Project Officer
Workplace Communication Service
Adult Migrant Education Services
1st Floor Myer House
250 Elizabeth Street
Melbourne VIC 3000

Ph: (03) 6632781
Fax: (03) 6631130

Profile:

- involved in industry based processes, programs and materials for the development of language, literacy and transferable skills within the context of national industry training curriculums and within new industry initiatives
- working in co-operation with the auditing team on communication aspects of industrial language audits and acting upon recommendations - emphasis on training trainers in multicultural and language support areas in training

Hua Min YEE

Lecturer
Monash University College
Gippsland
Switchback Road
Churchill VIC 3842

Ph: (03) 226200
Fax: (03) 222876

Profile:

- presently teaching multicultural education in a tertiary institution
- guest lecturer in cross-cultural aspects in nursing, involved in teaching Mandarin, Chinese, ESL
- in 1991 completed a study in cross-cultural studies for teacher-librarians, a MACSP funded project

WESTERN AUSTRALIA

Kaye CLEMENTS

Lecturer in Communication
Department of General Studies
South East Metropolitan College
Bentley TAFE Campus
Hayman Road
Bentley WA 6102

Ph: (09) 4700641
Fax: (09) 3610750

Profile:

- teaches all ESL classes on the above campus
- has written three courses for ESL students which are currently used in TAFE WA, Common Core ESL, Communication Business ESL, Business Communication 2 ESL

Malcolm FIALHO

Access and Equity Unit
Department of Immigration, Local Government
and Ethnic Affairs
1260 Hay Street
West Perth WA 6005

Ph: (09) 2612422
Fax: (09) 3242726

Profile:

- cross-cultural communication and awareness training in a service-oriented environment (public sector, government, non-government community based agencies)
- involved and interested in ethnic-specific cultural issues, culturally aware organisations, and social justice access and equity training

Liz HARRIS

Adult Migrant Education Service
English in the Workplace Program
4th Floor Beneficial House
12 St George's Terrace
Perth WA 6000

Ph: (09) 2201621
Fax: (09) 3256075

Diana HARTLEY

Acting Supervisor
Professional Development Unit
AMES
3rd Floor 379 Hay Street
Perth WA 6000

Ph: (09) 3251577
Fax: (09) 3251693

Profile:

- cross-cultural issues are central to all aspects of the Adult Migrant Education program and teachers have been involved in projects exploring these issues during staff development services

Michael KOOPERMAN

Co-ordinator
English in the Workplace Service
Adult Migrant Education Centre
4th Floor Beneficial House
12 St George's Terrace
Perth WA 6000

Ph: (09) 2201633
Fax: (09) 3256075

Profile:

- currently co-ordinator of the English in the Workplace Program for the Adult Migrant Education Service (WA)
- has run many cross-cultural workshops for both large and small organisations

Alex MAIN

Director
Educational Services and Teaching Resources Unit
Murdoch University
Murdoch WA 6150

Ph: (09) 3602352
Fax: (09) 3602507

Profile:

- teaching and researching cross-cultural psychology, offers workshops in cross-cultural communication for community or professional groups
- special interests in culture and health, culture and sexuality, culture and education

Heather MARR

Study Abroad Adviser
International Office
Murdoch University
Murdoch WA 6150

Ph: (09) 3602881
Fax: (09) 3105090

Profile:

- responsible for recruitment, admission and academic and pastoral counselling of 'non-award' students at Murdoch
- also administers the day-to-day operations of the University's exchange agreements and prepares and advises students going abroad under our Study Abroad Programmes
- assists the Overseas Student Adviser when necessary
- 'expertise' in the field of cross-cultural communication comes from the experience of being an international student myself: 2 years in Singapore, 5 years in the UK, and having travelled extensively

Paul MELLOY

Overseas Student Adviser
International Office
Murdoch University
Murdoch WA 6150

Ph: (09) 3602880
Fax: (09) 3105090

Geoff PEARSON

AMES
12 St George's Terrace
Perth WA 6000

Ph: (09) 2201621
Fax: (09) 3256075

Anne SIMPSON

English in the Workplace
Lecturer and Curriculum Advisor
Adult Migrant Education Centre
4th Floor Beneficial House
12 St George's Terrace
Perth WA 6000

Ph: (09) 2201621
Fax: (09) 3256075

Profile:

- AMEC has developed a cross-cultural awareness kit used in seminars in the workplace, particularly those who have a large proportion of NESB employees
- has also adapted this to heighten awareness of cross-cultural communication problems among Adult Migrant Education teachers who are in turn developing further materials related to this area

Mike THORMAN

Training and Development Advisor
Workbased Education
Water Authority of WA
PO Box 100
Leederville
WA 6007

Ph: (09) 4202828
Fax: (09) 4203199

Profile:

- co-ordinates and implements the literacy and numeracy programme with the Water Authority of Western Australia

DATABASES

DATABASES

A number of databases were searched in order to locate relevant resources for inclusion in this guide.

The descriptors used were:

intercultural
cross-cultural
transcultural, and
multicultural.

Each of these was then searched with:

communication
awareness
learning
encounters
understanding
issues
training
teaching, and
interactions.

Australian Bibliographic Network (ABN)

National Library of Australia
PO Box E333
Queen Victoria Terrace
Parkes ACT 2600

Ph: (06) 2621111
Fax: (06) 2571703

ABN originates from the National Library of Australia. It contains bibliographic information on the holdings of all contributing libraries in Australia. The system is on-line and provides author, title, series and subject access to a classified listing of books, pamphlets, printed music and microforms. A microfiche version called NUCOM5 (National Union Catalogue of Monographs) is available in most contributing libraries.

Australian Education Index (AEI)

Ferntree Computer Services
Head Office
PO Box 42
Clayton Vic 3168

Ph: (03) 5415600
Fax: (03) 5433671

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RMIT Libraries
GPO Box 2476V
Melbourne Vic 3000

Ph: (03) 6602062
Fax: (03) 6633047

Australian Council for Educational Research
9 Frederick Street
Hawthorn Vic 3122

Ph: (03) 8191400
Fax: (03) 8195502

The Australian Education Information system is designed and compiled by the Australian Council for Educational Research (ACER) library. It is a comprehensive index to current literature relevant to Australian education.

AEI contains monographs, research reports, conference papers, periodical articles, legislation, parliamentary debates, newspaper articles, tests, reviews of books and curriculum materials. Articles and reports by Australian authors or about Australian education published overseas are also indicated.

The National TAFE Clearinghouse of the National Centre for Vocational Education Research provides information on technical and further education, career education and vocational and occupational training to ACER.

Descriptors for AEI are selected from the Australian Thesaurus of Educational Descriptors (available in most libraries).

The majority of documents are available from the ACER library on inter-library loan. Some specialist publications on vocational education are only available through TAFE Clearinghouses.

On-line access is through the Australian Education database (AEII) which is part of the Australian Information Network (AUSINET) available through most libraries, or through Ferntree Computer Services or on AUSTROM (RMIT INFORMIT).

Australian Family and Society Abstracts (FAMILY)

Australian Institute of Family Studies
300 Queen Street
Melbourne Vic 3000

Ph: (03) 6086888
Fax: (03) 6000886

FAMILY contains material on families, family life and social change in Australia. Material includes journal articles, conference papers, books and book chapters, government documents, discussion and working papers, research reports, statistical documents, annual reports, bibliographies and theses, directories and resource kits.

All documents are held in the Australian Institute for Family Studies Information Centre and are available through inter-library loan. Many of the books, journals and materials are also available and more easily accessed through other libraries.

FAMILY may be searched through AUSTRALIS (CSIRO), OZLINE and LINK (Lawyers' Information Network). It is also available on AUSTROM (RMIT INFORMIT) which is a CD-ROM of Australian Social Sciences and Education databases. Prices and availability are listed for non-trade documents.

Australian Public Affairs Information Service (APAIS)

APAIS Sub-section
National Library of Australia
PO Box E333
Queen Victoria Terrace
Parkes ACT 2600

Ph: (06) 2621650

OZLINE Help Desk: (06) 2621536 or (008) 0200002

APAIS is accessible through the OZLINE network at the National Library of Australia. It contains details of:

- scholarly journals, and periodical literature in the social sciences and humanities published in Australia
- other Australian periodical literature
- Australian newspapers - capital city dailies and national weeklies, and
- Australian books, pamphlets and conference proceedings - eligible chapters and papers.

All overseas publications received by the National Library are checked for articles on Australian economic, cultural and political life.

Database on English Language Teaching for Adults in Australia (DELTAA)

National Centre for English Language Teaching and Research
Macquarie University
Sydney NSW 2109

Ph: (02) 8057673
Fax: (02) 8057849

DELTAA is a bibliographic database covering the field of English second language learning and teaching in Australia. The National Centre for English Language Teaching and Research (NCELTR) acts as the clearinghouse and central co-ordinating body for developing and maintaining the database.

It contains print and non-print materials including curriculum materials, research reports, research in progress, conference/seminar proceedings, journal articles, conference papers (published and unpublished), surveys, books, newsletters, theses and bibliographies.

A draft thesaurus developed will be available in 1992. The database is currently available only in electronic format. A printed version is planned.

AMES in each state has access to DELTAA.

Multicultural Australia Information System (MAIS)

MAIS Project Manager
Datascape Information Pty Ltd
GPO Box 1870
Canberra ACT 2601

Ph: (06) 2863529
Fax: (06) 2866570

MAIS database was developed by the Office of Multicultural Affairs (OMA) in 1988. It is the only public database in the world devoted to multicultural and immigration issues. The national database references books, journal articles, annual reports, government documents, discussion papers, research reports (published and unpublished), conference papers and proceedings, theses and newspaper articles. An index and abstract of speeches, ministerial statements to parliament and major press releases from all political parties, unpublished material (academic theses, submissions and speeches), research in progress, video cassettes and parliamentary debates at state and federal level are also included.

The topics include philosophy of multiculturalism, Australian identity, cross-cultural differences, multicultural policies and issues on health, education, welfare and social services, legislation, politics, labour economics and employment, and the cultural background of ethnic groups.

Entries in the database provide title and author of work, details of its publication or a journal citation, notes on its availability if it is unpublished, a 100 word summary of the item and a series of indexing terms to describe the work.

MAIS is accessible in on-line format through OZLINE or microMAIS, a microcomputer version of the database consisting of 6 floppy disks and a manual.

MAIS Thesaurus and a 2 volume MAIS index are available from the Australian Government Publishing Service (AGPS) bookshops in all capital cities.

No restriction is placed on who can access the database.

National Languages and Literacy Institute of Australia Database System (NLLIA-DBS)

NLLIA Language and Technology Centre
Centre for Language Teaching and Research
The University of Queensland
Qld 4072

Ph: (07) 3656893
Fax: (07) 3657077

NLLIA-DBS is a database system developed by the Language and Technology Centre (LATTICE) of the National Languages and Literacy Institute of Australia. A major role of the database system is to act as a clearinghouse on language related activities throughout Australia. LATTICE can provide information from the databases to users via the AARNet computer network, by printed copy and by providing sub-sets of information on computer disk.

NLLIA-DBS is a set of related, computerised databases which cover:

- language courses - information on language, linguistics, applied linguistics and some Asian study courses in Australian universities, TAFEs and other tertiary institutions
- language resources - information on text books, teaching materials, kits, audio visual materials, and computer-aided language learning (CALL) materials used in the languages area
- language professionals - information on language teachers, linguists, applied linguists and other language specialists, and
- a bibliographic database - references to works on language related topics

Reports from these databases can be generated by the user or by NLLIA/LATTICE. The database system also provides comprehensive on-line screen search facilities. NLLIA-DBS also provides the following network programs: electronic mail;

conferencing; Usenet (international news/conference service); talk (a one-to-one communications program); and, file transfer programs.

A thesaurus based on the *Thesaurus of Eric Descriptors* (12th ed.) is provided to assist searchers. On-line help on how to get the desired results in a search is available.

Other databases being planned include:

- research in progress - information on research currently being undertaken in the language/linguistics area in Australia
- language dictionaries - key language dictionaries for on-line access by researchers, and
- scholarships - a list of scholarships, grants, travel awards, bursaries etc. available to language students, teachers and researchers.

OMN Training Database

OMN Productions
GPO Box 1391
Sydney NSW 2001

Ph: (02) 2818924
Fax: (02) 2810818

OMN Training Database provides listings of videos, films, audio tapes and computer-based training resources - Australian and overseas, in particular subject areas. Providers include:

- commercial companies (including SBS)
- government departments
- State Film Corporations and Film Australia
- TAFE, and
- industry associations.

Details include title, price, release date, source, production details and length, colour or B/W, format (eg VHS, 16 mm), producer, distributor and an abstract.

Reports can be printed or can be available on MAC or IBM compatible disk for casual users at a rate of $70.00 per hour. The database is also available on disk on a subscription basis with quarterly updates.

Vocational Education and Training Database (VOCED)

National Vocational Education and Training Clearinghouse
National Centre for Vocational Education Research Ltd
252 Kensington Road
Leabrook SA 5068

Ph: (08) 3327822
Fax: (08) 3323988

VOCED is compiled by the National TAFE Clearinghouse Information Network. This database of TAFE and training materials is related to vocational education in Australia, Asia and the Pacific region. It contains research and technical reports, evaluation and feasibility studies, curriculum material, policy documents, questionnaires and survey results, workshop/seminar/conference proceedings, theses, teacher contracts, bibliographies and catalogues, research and projects in progress, and relevant journal articles.

Requests for searches can be made through the clearinghouse officer located on each TAFE campus.

ORGANISATIONS

ORGANISATIONS

The following pages list and describe organisations which the compilers of the guide have come across in their research. It is by no means an exhaustive list, but may lead readers to further resources on cross-cultural communication.

Adult Migrant English Program (AMEP)

The AMEP is a national program, funded and co-ordinated through the Department of Immigration, Local Government and Ethnic Affairs, which aims to provide learning arrangements that enable migrants and refugees to reach English proficiency levels consistent with their educational, vocational and social goals, while acquiring the skills to learn English autonomously. The program is delivered through state and territory Adult Migrant Education Services (AMES) and a number of tertiary and private institutions.

Learning arrangements offered by the program include centre-based full-time and part-time courses of varying length, and external studies, including English in the Workplace, Distance Learning, the Home Tutor Scheme and Self Access Centres.

AMEP expertise is available on a consultancy basis by direct arrangement with individual providers in each state or territory. Many Adult Migrant Education Services have long-established links with industry and further education sectors through the English in the Workplace Program, and through joint AMEP/TAFE course initiatives. Together with tertiary providers, such as the National Centre for English Language Teaching and Research (NCELTR), they possess a wealth of consultancy skills of direct relevance to education, employment, and government sectors.

Contact numbers:

ACT	(06) 2575959	SA	(08) 2240922
NSW	(02) 2899222	TAS	(002) 307119
NT	(089) 278344	VIC	(03) 6632781
QLD	(07) 2215238	WA	(09) 2201600

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

GPO Box 553
Canberra ACT 2601

Ph: (06) 2461111
Fax: (06) 2497310

The Institute is a Commonwealth funded organisation central to Aboriginal and Torres Strait Islander research. With a principal function to promote Australian Aboriginal and Torres Strait Islander studies, it is the largest research centre of its kind for information about the cultures and lifestyles, traditional and contemporary, of Aborigines and Torres Strait Islanders.

The Institute provides a range of services for Aborigines, scholars and the interested public. Research is supported through the provision of grants and the employment of research staff including visiting research fellows.

Publications from Aboriginal Studies Press include books, reports, a bi-annual journal, audio tapes, films and videos. The library collection of printed and audio visual materials is used by researchers in tertiary study centres, museums, concerned organisations, and the general public, including Aborigines and Torres Strait Islanders who also participate in the Institute's role as custodians of information about their cultures.

Staff are freely available to be consulted about Aboriginal and Torres Strait Islander studies by correspondence, telephone or directly in person.

Australian International Development Assistance Bureau (AIDAB)

62 Northbourne Ave
Canberra City ACT 2601

Ph: (06) 2764000
Fax: (06) 2764880

AIDAB is an autonomous part of the Department of Foreign Affairs and Trade. The Bureau's objective is to promote the economic and social advancement of the peoples of developing countries in response to Australia'a humanitarian concerns, as well as her foreign policy and commercial interests.

As part of its aid program AIDAB sponsors people from developing countries to do secondary, undergraduate and postgraduate courses; work experience; English language training; and short training courses. In certain cases AIDAB sponsored people may have access to a social worker and a training officer to assist with academic progress.

Bureau of Immigration Research (BIR)

33 Lincoln Square
Carlton Vic 3053

Ph: (03) 3421100
Fax: (03) 3421101

PO Box 25
Belconnen ACT 2616

Ph: (06) 2643395
Fax: (06) 2643780

The Bureau of Immigration Research is an independent, professional research body conducting and promoting research into immigration and population issues. It both undertakes in-house research and commissions research by other organisations. Most of the research is commissioned from tertiary education research centres, community groups and the private sector.

The bureau's headquarters are in Melbourne, although a number of units including the Statistics Section, the Research Section and the Library are based in Canberra.

The Statistics Section provides a wide range of statistical services, including the production of a number of publications. Although located within BIR, the Section provides statistical services to the entire Department of Immigration, Local Government and Ethnic Affairs.

The Bureau's research is almost invariably published and available from Commonwealth Government and university bookshops throughout Australia.

Centre for Multicultural Studies

The Flinders University of South Australia
GPO Box 2100
Adelaide SA 5001

Ph: (08) 2012146
Fax: (08) 2012566

The principal activities of the Centre include:

(a) research pursued through a range of activities including:

- a regular research seminar and lecture series
- the organisation of research projects and consultancies, including external research grant applications
- financial support from the Centre's Small Grants Scheme to seed new research projects in multicultural studies
- development of a collection of research resources for consultation by researchers

(b) support for teaching in multicultural studies, immigration studies, and language learning within Flinders University and the tertiary education sector in South Australia including the recent development of a new postgraduate program in multicultural studies at Flinders University

(c) further initiatives in cross-cultural teaching in conjunction with the National Centre for Cross-cultural Curriculum and Staff Development, an associated body of the Centre, and

(d) development of international links through overseas visitors to the Centre, and through overseas visits by members of the Centre.

Centre for Workplace Communication and Culture (CWCC)

University of Technology Sydney
Markets Campus
PO Box 123
Broadway NSW 2007

Ph: (02) 3303926
Fax: (02) 3303914

The CWCC is a joint venture of the National Languages and Literacy Institute of Australia, the Faculty of Education at the University of Technology Sydney and the Centre for Multicultural Studies at the University of Wollongong.

The Centre offers:

- research into issues of cultural difference and communication in the workplace
- consultancy to the public and private sectors, and
- training programs designed to suit the needs of public and private sectors.

Services available include training manuals with or without delivery; seminars; facilitation; and, train the trainer courses.

Ecumenical Migration Centre (EMC)

125 Leicester Street
Fitzroy VIC 3065

Ph: (03) 4160044
Fax: (03) 4161827

The EMC is a non-profit community agency which fosters the development of Australia as a multicultural society.

The Centre provides advocacy, support, information, and consultation through the following areas of work:

- community and family services
- community development activities
- research and policy development
- community education and training
- library and bookshop services, and
- documentation services.

The Centre can provide:

- advice and assistance on issues related to immigration, refugee and settlement policy, rights and entitlements in Australia
- information and resources regarding ethnic affairs, immigration, multiculturalism and human rights, and
- advice and assistance in order to improve the accessibility and equity of your services to the non-English speaking background communities.

The Community Education Unit of the EMC can provide skills training for a multicultural society for both government and non-government sectors. This training is designed to meet the particular needs and characteristics of individual organisations.

It aims to:

- give participants an opportunity to explore their own behaviours, cultural norms, values and biases

- provide a safe but challenging environment in which to examine and develop new professional norms and behaviours, and
- act as a catalyst for identifying and implementing new policies, programs and practices for the organisation.

The EMC also holds a resource bank for organisations wishing to undertake their own training in this area.

English in the Workplace Program (EWP)

NSW Adult Migrant English Service
90-92 Phillip Street
Parramatta NSW 2150

Ph: (02) 8939044
Fax: (02) 8939009

The EWP Unit conducts staff development and training workshops under the Workplace English Language and Literacy Program of the NSW Department of Industrial Relations, Employment, Training and Further Education. Workshops are directed at trainers, EEO personnel, human resource personnel, managers, and members of selection panels. Workshops include:

- Cross-Cultural Perspectives in Training
- Accent as a Barrier in the Workplace, and
- Cross-Cultural Perspectives in the Job Selection Process.

Ethnic Affairs Commission/equivalents

Each state has an Ethnic Affairs Commission or the equivalent which provides advice and services for the Premier and to government departments and authorities. For details about the functions of the commission in your state contact the appropriate office given below.

NSW

NSW Ethnic Affairs Commission
PO Box 1226
164-174 Liverpool Road
Ashfield NSW 2131

Ph: (02) 7978244
Fax: (02) 7162373

QLD

Bureau of Ethnic Affairs
GPO Box 806
Brisbane QLD 4001

Ph: (07) 2242772
Fax: (07) 2242710

SA

Office of Multicultural and Ethnic Affairs
24 Flinders Street
Adelaide SA 5000

Ph: (08) 2261944
Fax: (08) 2261955

TAS

Office of Multicultural and Ethnic Affairs
GPO Box 123B
Hobart TAS 7001

Ph: (002) 336241
Fax: (002) 348691

VIC

Office of Ethnic Affairs
232 Victoria Parade
East Melbourne VIC 3002

Ph: (03) 6029429
Fax: (03) 4126700

WA

Office of Multicultural Interests
5th Floor May Holman Centre
32 St George's Terrace
Perth WA 6000

Ph: (09) 2220246
Fax: (09) 2220247

Ethnic Youth Issues Network (EYIN)

Youth Affairs Council of Victoria
Suite 1/250 Gore Street
Fitzroy VIC 3065

Ph: (03) 4199122
Fax: (03) 4160450

This network is made up of individuals and community-based organisations concerned with the well-being of young people from non-English speaking backgrounds. Members come from a range of work situations, locally based youth groups, community workers, teachers, housing groups, ethnic community groups, health and welfare agencies. The Network aims to provide a support group for these workers, and to effect policy change in the government and non-government sector which reflects the multicultural nature of our society.

Federation of Ethnic Communities' Councils of Australia Inc (FECCA)

Level 5, 541 George Street
Sydney NSW 2000

Ph: (02) 2679722
Fax: (02) 2614427

The Federation of Ethnic Communities' Councils of Australia Inc (FECCA) is the national voice of Australians from non-English speaking backgrounds and others who see their cultural background as an essential ingredient in the making of modern Australia.

The Federation aims to enrich and enhance the wellbeing of the Australian community through the fullest participation and involvement of people of diverse cultural and ethnic backgrounds, especially those who have experienced the migration process.

FECCA represents the interests of ethnic organisations throughout Australia and acts as a lobby group in monitoring government policy on multicultural, ethnic and racial issues.

The Federation is responsible for organising a National Congress every four years to establish broad policies and directions.

There is an Ethnic Communities' Council in each state and territory. The contact numbers are:

ACT	(06) 2498994	SA	(08) 2126267
NSW	(02) 3190288	TAS	(002) 233000
NT	(089) 811784	VIC	(03) 4198144
QLD	(07) 3930027	WA	(09) 2222967

International Society for Intercultural Education, Training and Research (SIETAR International)

1414 Twenty-second Street,
NW Washington DC 20037
USA

Fax: USA (202) 7375553

The members of this organisation are concerned with intercultural education, training, and research in public and private agencies. SIETAR's aim is to foster communication, cooperation, and understanding between persons with differing national, cultural, racial and ethnic backgrounds through the promotion of intercultural education, training, and research.

SIETAR does the following:

- attempts to bring people of differing and sometimes conflicting perspectives together in a fruitful communication and collaboration across disciplinary and professional boundaries
- fosters the professional development of workers in this field and provides an arena in which they can increase understanding and apply that understanding more effectively
- facilitates the dissemination and exchange of information and professionals and provides a medium for publishing materials, and a reference service for linking resources to needs
- sponsors an annual week-long summer institute, conferences, workshops and other educational meetings
- works to stimulate research and funding of research, and
- serves as a vehicle for examination and preparation of guidelines for proper professional and ethical conduct.

SIETAR publishes the *International Journal of Intercultural Relations* quarterly which contains research and training reports, and includes book reviews.

Language and Society Centre (LASC)

Monash University
Menzies Building
Clayton VIC 3168

Ph: (03) 5655450
Fax: (03) 5652294

LASC was set up within the National Languages and Literacy Institute of Australia (NLLIA). It conducts and disseminates the results of sociolinguistic research, particularly in the areas of:

- language policy in Australia, in areas not directly funded in the National Policy on Languages (interpreting/ translating, media, libraries)
- arresting and reversing language shift
- intercultural communication, and
- models and sociolinguistic variables in second language and bilingual programs, especially in primary schools.

The results of research carried out by LASC are presented in publications of the Language and Society Centre, the National Languages and Literacy Institute of Australia and in workshops and in-service seminars for parents, community groups, teachers and others. Consultancy and commissioned research are accepted in areas such as language policy and language services, bi- and multilingualism (including bilingual language acquisition), language attitudes, intercultural communication, and discrimination in language (for example, sexism, racism). In offering these services, the Centre aims to help other organisations in the following ways:

- extending and improving staff development programs
- making the best use of language resources

- resolving communication breakdown
- exercising their Training Guarantee Scheme responsibility, and
- creating a more harmonious workplace leading to greater productivity, greater job satisfaction and better staff morale.

The Centre includes the Community Languages in the Professions unit (CLIP). CLIP's major aims are to promote the learning of languages other than English (LOTE) in professional contexts and to sensitise professionals to the issue of cross-cultural communication. CLIP advises on the design of specialist language courses in LOTE and develops materials on cross-cultural communication for the professions.

Migrant Resource Centres (MRCs)

Migrant Resource Centres have been established throughout Australia with funds from the Department of Immigration, Local Government and Ethnic Affairs.

The objectives of Migrant Resource Centres are broadly to provide multilingual advice, referral and counselling services; to serve as a base for ethnic communities' educational, cultural and social activities; to act as a catalyst for development of community awareness of migrant needs, and the development of appropriate services for migrants; to provide resources to other organisations to ensure access and equity; and to facilitate the settlement of newly arrived migrants.

In addition, the following activities are common to most Migrant Resource Centres:

- community language classes
- English classes
- women's groups
- film nights
- cultural activities for ethnic groups, and

- information sessions in community languages on immigration, health matters, social security, taxation, legal issues and the education system.

Centres are operated autonomously by elected committees of management. Members of local ethnic communities are encouraged to be actively involved in the management task. Committees include representatives of the three levels of government (Commonwealth, State and Local).

MRCs are listed in local telephone directories.

Multicultural Access Centre (MAC)

NSW Department of Technical and Further Education
Ground Floor 6-8 Holden Street
Ashfield NSW 2131

Ph: (02) 7995933
Fax: (02) 7999615

The Multicultural Access Centre is active in assisting with TAFE policy formulation and policy implementation strategies relevant to present and further NSW multicultural education needs.

The Centre is a key resource in NSW in the development of multicultural education and training. Services are available to the whole community and are particularly targeted for people from ethnic minority groups. They are provided directly to students and members of the public, and both directly and indirectly to TAFE, AMES, CES and other Departments' staff, community, union and industry groups and support agencies.

The Centre promotes and co-ordinates high quality TAFE courses which have been successful in overcoming the major disadvantages experienced by those with a non-English speaking background. The Centre develops and disseminates multicultural education teaching and learning materials. Direct advice on TAFE services for migrants, available courses and procedures for the assessment and recognition of overseas qualifications is provided to the public, NSW and other government departments and agencies.

The MAC library contains recent materials on all adult multicultural issues. The collection is accessible to TAFE staff, students and community borrowers and inter-library loans are available.

Multicultural Centre

The Multicultural Centre, A22
The University of Sydney
Sydney NSW 2006

Ph: (02) 5192888
Fax: (02) 5503173

The Multicultural Centre is part of the Faculty of Education at the University of Sydney. The Centre is actively involved in research, as well as in teaching and training activities which are supported by a resource collection which specialises in materials not readily available in many libraries, such as governmental reports and documents and research papers and monographs. The resource collection also incorporates the multicultural holdings of the Centre for Cross-Cultural Studies in Health and Medicine.

Teaching in courses relating to the work of the Centre is undertaken in undergraduate courses in the Faculty and outside. A major initiative in which the Centre has played a leading role is the M Ed (Human Resources Development) which is now offered in the Faculty of Education with an opportunity for students to undertake a variety of courses relevant to the management of cultural diversity. These courses include Intercultural Communication, Adult Training and Development, Issues in Ethnic Relations and Minorities, Society and the State. The Centre also is able to provide a variety of specialist training courses on a consultancy basis.

Research and consultancy work of the Centre has involved the compilation of a national *Directory of Cross-Cultural Courses* *and Trainers* and an *Evaluation of Access and Equity Training in the Australian Public Service*, together with a variety of projects involving the development and evaluation of curriculum materials and courses in related cross-cultural areas. Other areas of research have been concerned with the experiences and educational and occupational participation of young people of non-English speaking backgrounds and the changing patterns of international and Australian migration, especially as they involve links with Asia.

The Centre has a regular colloquium series and also organises occasional workshops and conferences. Details of these activities and the publications available from the Centre, including those published by the Intercultural Press, are contained in the *Multicultural Centre Newsletter.*

The Centre has an Advisory Committee which draws on the expertise of a diverse group of representatives of community, governmental and academic organisations.

Multicultural Education Unit (MEU)

NSW Department of TAFE
Suite 6, Level 1,
125 Main Street
Blacktown NSW 2148

Ph: (02) 6713833
Fax: (02) 8317992

The Multicultural Education Unit (MEU) advises, develops and monitors policies on multicultural education and ethnic affairs in TAFE NSW. It co-ordinates, develops and advises on TAFE courses to help ensure they meet multicultural education goals. The MEU also oversees the development and management of a learning program called English for Specific Purposes.

The TAFE Multicultural Education Unit has twelve Regional Multicultural Education Co-ordinators (RMECs) who work closely with TAFE staff at colleges, networks and Head Office.

The RMEC's role is to:

- ensure that all ethnic groups in the community are aware of education support services available especially for them
- promote equity in access to services for ethnic and racial minorities, through affirmative action, to ensure there is no racial or ethnic discrimination, and
- promote services which are sensitive to a broad spectrum of cultures, appropriate to potential clientele in Australia's multicultural society.

RMECs are involved in the management of education programs, consultation and liaison with other education agencies and staff, ethnic communities and related government departments in the design and delivery of multicultural education and training programs; the linking of TAFE, industry, ethnic communities and other service providers for education, training and employment; the design, implementation and evaluation of exercises for TAFE college and network staff with a focus on multicultural education principles and practice, including:

- the teaching of mainstream TAFE courses to NESB learners
- cross-cultural communication
- education and training needs of NESB women
- managing a multicultural workforce
- understanding languages other than English
- understanding learning styles of NESB students, and
- anti-racism workshops.

National Centre for Cross-cultural Curriculum and Staff Development

The Flinders University of South Australia
GPO Box 2100
Adelaide SA 5001

Ph: (08) 2012691 or 2012877
Fax: (08) 2012566

The broad aim of the National Centre is to promote cross-cultural curriculum and staff development in Australia's tertiary education sector. Apart from providing consultancy expertise in these areas the Centre also provides a clearinghouse and forum for debate, development and promotion of cross-cultural education in Australia in tertiary teaching institutions and professionals.

The Centre offers professional consultancy services including cross-cultural curriculum development, evaluation of teaching programs and advice on access programs and strategies with respect to non-English speaking background and Aboriginal Australians. The Centre also provides professionals to meet staff and curriculum development needs, and will assist in the organisation of seminars, short courses, conferences or programs, as appropriate.

The Centre has the following resources available:

- a national database on cross-cultural course work and awards currently being offered across all the disciplines and professions in higher education in Australia
- curriculum development materials for a wide range of disciplines and professions
- materials produced under the Multicultural and Cross-Cultural Supplementation Program (MACSP)
- on-line database links with the National Library of Australia which includes:
    - Australian Public Affairs Information Service
    - Australian Government Publications

  - Australian National Biography
  - Multicultural Australia Information System
  - Australian Criminology Database
- the resources of the Centre for Multicultural Studies which holds a considerable number of specialist and general texts and other types of resources, and
- desk-top publishing facilities.

National Centre for English Language Teaching and Research (NCELTR)

Macquarie University
Sydney NSW 2109

Ph: (02) 8057673
Fax: (02) 8057849

The National Centre for English Language Teaching and Research (NCELTR) was established as a Commonwealth Key Centre at Macquarie University in 1989 as a result of a major AMEP initiative. It acts as a centre of excellence in English as a Second Language and applied linguistics, offering worldclass leadership and support in each of the above areas.

Sponsorship comes from the Department of Immigration, Local Government and Ethnic Affairs; the Department of Employment, Education and Training; and the Adult Migrant Education Program at national and state levels; as well as from private clients and sponsors.

NCELTR's operations combine:

- teaching (advanced level pre-employment and English for further study courses)
- research into language acquisition
- assessment
- materials development and publication
- consultancy services to industry and education sectors, within Australia and overseas, and

- professional development (in-servicing and staff training to PhD level)

The Centre produces two newsletters, *Outreach* and *Access*, which are available on request to interested clients.

National Languages and Literacy Institute of Australia (NLLIA)

Central Secretariat
NLLIA Level 3,
112 Wellington Parade
Melbourne VIC 3002

Ph: (03) 4162422
Fax: (03) 4160231

The NLLIA is funded under the Australian Language and Literacy Policy and the Commonwealth Key Centres Program with the aim of conducting research and teaching needed to develop language education in Australia. The following research centres have been set up within the NLLIA:

- the **Language and Society Centre** (LASC), based at Monash University which conducts research in language policy, bilingualism and language maintenance, intercultural communication and sociolinguistic issues
- the **Language Acquisition Research Centre** (LARC), based at the University of Sydney which researches into the psycholinguistic aspects of second language acquisition
- the **Language Testing Centre** (LTC), based at the University of Melbourne, and the **Language Testing and Curriculum Centre** (LTACC) based at Griffith University
- the **Language and Technology Centre** (LATTICE) based at the University of Queensland which provides computer and technology- based research resources for work on languages, linguistics and applied

linguistics, and which is also setting up a national database and clearinghouse on languages, and

- the **Centre for Deafness and Communication Skills** based at Griffith University.

The NLLIA will also establish a Teaching and Curriculum Centre in each major city in Australia to act as a local agent of the NLLIA with the aim to co-ordinate the development of courses in the area, the collection and provision of information on language matters, and the organisation of language-related services.

National Office of Overseas Skills Recognition (NOOSR)

Department of Employment, Education and Training
GPO Box 1407
Canberra ACT 2601

Ph: (06) 2768111
Fax (06) 2767636

or

contact the state government overseas qualifications unit or Ethnic Affairs agency in your state, or your nearest branch of the Commonwealth Employment Service.

Not all migrants and refugees have been able to use their skills in Australia because their paper qualifications, skills or experience were not recognised as meeting standards for occupational practice in Australia. NOOSR was set up to promote recognition of skills on the basis of demonstrated competence and not just on recognition of paper qualifications.

With the assistance of the states, professions, registration bodies and post-secondary education institutions, NOOSR:

- promotes methods of skills assessment emphasising competence and experience rather than just formal degrees, diplomas and certificates
- develops and promotes national occupational skills standards based not on the type of qualifications held

but on the skills and knowledge necessary to do the job in the everyday world

- encourages co-operation on skills recognition between the Commonwealth, the states, and professional associations and registration bodies, and
- promotes the provision of suitable bridging programs, and access to education and training in post-secondary institutions to enable those with unrecognised skills to complete the education investment.

NOOSR publishes a range of useful publications on professional entry requirements, and guidelines for comparing overseas and Australian post-secondary qualifications.

Network for Intercultural Communication (NIC)

The Network for Intercultural Communication is an independent network which explores and promotes cultural understanding for people in community, business, government, training, counselling, childcare, education, health and service provision generally.

It has branches in all states which help professionals to develop the specialist knowledge, skills and sensitivity needed to work successfully in a multicultural society. It maintains a communication network for sharing ideas and information. It explores techniques in cross-cultural promotion, training and presentation and develops resources and training materials.

NIC offers:

- bimonthly activities, workshops, speakers, simulation games, discussions, debates
- a quarterly national newsletter informing members of events, research ideas, people in the field of intercultural communication, work training, counselling and related areas
- an annual conference, and
- a network of contacts and practitioners.

Addresses of conveners:

ACT John Gunn
National Co-ordinator
Communication Concepts Pty Ltd
PO Box 75
Hall ACT 2618

Ph: (06) 2302680
Fax: (06) 2302756

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Multicultural Centre (A22)
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Ph: (02) 5192888
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Ph: (02) 6922776
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NT Beryl Mulder
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Ph: (07) 3605020
Fax: (07) 3605006

SA Moira Deslandes
PO Box 1002
Blackwood SA 5051

Ph: (08) 2785136

TAS Robin Bowden
AIDAB
4th Floor MBF Building
25 Argyle Street
Hobart TAS 7000

Ph: (002) 350950
Fax: (002) 240166

VIC Ivan Kolarik
Police Ethnic Affairs Adviser
Victoria Police
380 William Street
Melbourne VIC 3000

Ph: (03) 4862513
Fax: (03) 4818250

WA Sue Kinsellas
Bentley College of TAFE
Hayman Road
Perth WA 6102

Ph: (09) 4700619
Fax: (09) 3610750

Office of Multicultural Affairs (OMA)

Department of the Prime Minister and Cabinet
3-5 National Circuit
Barton ACT 2600

Ph: (06) 2715640
Fax: (06) 2715939

OMA was established within the Department of the Prime Minister and Cabinet to provide advice to the Commonwealth government, to develop policies and to commission research in the area of multiculturalism and ethnic affairs.

There is an OMA office in each state and territory.

Overseas Student Advisers' Network (OSAN)

Dr Ross Lehman
Chairperson, OSAN
UNE-Northern Rivers
PO Box 157
Lismore NSW 2480

Ph: (066) 203055
Fax: (066) 221300

Elaine McBride
Secretary, OSAN
International Centre
Griffith University
Gold Coast Campus
Parklands Drive
Southport QLD 4215

Ph: (075) 948795
Fax: (075) 948978

OSAN is an interest group under the umbrella of the Australia and New Zealand Student Services Association (ANZSSA). It was formed in response to the development of Australia's Full-Fee Paying Overseas Student Programme and the growing profession of Overseas Student Adviser/Counsellor.

Its main objective is to assist those employed professionally in the wellbeing and support of overseas students studying in Australia by providing a means for the exchange of information; for networking, protecting and promoting the interests of members and overseas students; and facilitating the professional development of members.

Though only three years old, OSAN has already hosted three national conferences, the latest being one conducted in conjunction with the Monash Australia Pacific Education Centre which attracted both academics and support staff. OSAN has also conducted major surveys on the role of overseas student advisers and their working conditions, and financial hardship in the overseas student population. Further projects are being undertaken.

TAFE National Video Resource Centre (TNVRC)

Moorabbin College of TAFE
Private Bag 19
Moorabbin VIC 3189

Ph: (03) 5569685
Fax: (03) 5550060

The TNVRC obtains the copyright release of TV programs suitable to support education courses and, on request, provides copies of these programs on videotape for licensed educational institutions throughout Australia and New Zealand subject to copyright release conditions. Programs are supplied on individual video tapes - one program per tape.

A catalogue on microfiche is available from the Centre. A printed copy of the catalogue is available for $27.00, including postage.

Translating and Interpreting Service (TIS)

The Translating and Interpreting Service, funded by the Department of Immigration, Local Government and Ethnic Affairs, is available nationally and operates 24 hours a day, every day.

TIS can:

- provide quick interpreting help over the telephone, particularly if there is an emergency or developing crisis situation
- arrange for an interpreter to go to your location (if TIS decides that it is essential for the client's welfare and an interpreter in the appropriate language is available)
- assist in referring migrants to appropriate agencies, and
- provide free of charge the translation of personal documents required by migrants and refugees and considered to be closely related to their settlement in Australia (other documents can be translated for a fee).

TIS charges most organisations for the use of its services.

TIS telephone numbers can be found in the community assistance pages at the front of the telephone directory.

Women in Multiculturalism Network (WIMN)

Office of Multicultural and Ethnic Affairs
24 Flinders Street
Adelaide SA 5000

Ph: (08) 2261944
Fax: (08) 2261955

Contact: Lucia Arman, ph: (08) 2261968

The objectives of WIMN (as of 1990) are:

- to provide support and sharing of information among those working on programs for non-English speaking background women
- to promote and support successful initiatives by the Office of Multicultural and Ethnic Affairs which may serve as models for government agencies and community organisations
- to provide opportunity to raise and discuss emerging issues within the context of a forum, and

- to provide the Office of Multicultural and Ethnic Affairs with a reference group on non-English speaking background women's issues and a group from which members can be drawn to participate on committees, working parties, or task forces.

ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS AND ACRONYMS

This list covers the abbreviations and acronyms the researchers have come across in the compiling of this guide. Many of these appear within the text of the guide.

AACLAME	Australian Advisory Council on Language and Multicultural Education
AARE	Australian Association for Research in Education
ABN	Australian Bibliographic Network
ACER	Australian Council for Educational Research
ACHPER	Australian Council for Health, Physical Education and Recreation
ACMA	Advisory Council on Multicultural Affairs
ACMI	Australian College of Midwives
ACTRAC	Australian Committee for Training Curriculum
AEI	Australian Education Index
AELP	Advanced English Language Program
AFI	Australian Film Institute
AGPS	Australian Government Publishing Service
AIDAB	Australian International Development Assistance Bureau
AIMA	Australian Institute of Multicultural Affairs
AMEC	Adult Migrant Education Centre
AMEP	Australian Migrant Education Program
AMES	Adult Migrant Education Service

444

ANZAAS	Australian and New Zealand Association for the Advancement of Science
ANZSSA	Australia and New Zealand Student Services Association
APAIS	Australian Public Affairs Information Service
ASPESA	Australian and South Pacific External Studies Association
ATSI	Aboriginal and Torres Strait Islanders
ATSIC	Aboriginal and Torres Strait Islander Commission
AUSINET	Australian Information Nework
BEVFET	Bureau for Employment, Vocational and Further Education and Training
BIR	Bureau of Immigration Research
CAAIP	Committee to Advise on Australia's Immigration Policies
CALL	Computer-aided Language Learning
CES	Commonwealth Employment Service
CHOMI	Clearing House on Migration Issues
CLIP	Community Languages in the Professions
COGSOS	Council of Groups Supporting Overseas Students
COMME	Council of Migrant and Multicultural Education
CTEC	Commonwealth Tertiary Education Commission
CWCC	Centre for Workplace Communication and Culture
DEET	Department of Employment, Education and Training
DELTAA	Database on English Language Teaching for Adults in Australia
DETAFE	Department of Technical and Further Education
DEVET	Department of Employment, Vocational Education and Training

DILGEA	Department of Immigration, Local Government and Ethnic Affairs
DIR	Department of Industrial Relations
DSS	Department of Social Security
EAC	Ethnic Affairs Commission
EAMC	Ethnic Affairs Management Committee
EAP	English for Academic Purposes
EAPS	Ethnic Affairs Policy Statements
ECC	Ethnic Communities Council
EEO	Equal Employment Opportunity
EFL	English as a Foreign Language
ELICOS	English Language Intensive Course for Overseas Students
ELSOS	English Language Skills for Overseas Students
ELTS	English Language Testing Service (conducted by the British Council)
EMC	Ecumenical Migration Centre
ERIC	Educational Resources Information Centre
ESB	English Speaking Background
ESL	English as a Second Language
ESOL	English to Speakers of Other Languages
ESP	English for Specific Purposes
EWP	English in the Workplace Program
EYIN	Ethnic Youth Issues Network
FECCA	Federation of Ethnic Communities Councils of Australia
HACC	Home and Community Care

IDP	International Development Program (Australian Universities and Colleges)
IELTS	International English Language Testing Service (developed by IDP in association with the British Council to replace ELTS)
ILC	Individual Learning Centre
JOME	Job Oriented Migrant English
LARC	Language Acquisition Research Centre
LASC	Language and Society Centre
LATTICE	Language and Technology Centre
LINK	Lawyer's Information Network
LOTE	Languages Other Than English
LTACC	Language Testing and Curriculum Centre
LTC	Language Testing Centre
MAC	Multicultural Access Centre
MACSP	Multicultural and Cross-Cultural Supplementation Program
MAIS	Multicultural Australia and Immigration Studies
MCT	Melbourne College of Textiles
MEP	Multicultural Education Program
MEU	Multicultural Education Unit
MICS	Multicultural Information Counselling Service
MMCP	Multicultural Management Commitment Plan
MRC	Migrant Resource Centre
NACCME	National Advisory and Co-ordinating Committee on Multicultural Education
NBEET	National Board of Education, Employment and Training

NCELTR	National Centre for English language Teaching and Research
NCVER	National Centre for Vocational Education Research Ltd
NESB	Non-English Speaking Background
NESC	Non-English Speaking Cultures
NIC	Network for Intercultural Communication
NLLIA	National Languages and Literacy Institute of Australia Ltd
NOOSR	National Office of Overseas Skills Recognition
NUCOM	National Union Catalogue of Monographs
OMA	Office of Multicultural Affairs
OMEA	Office of Multicultural and Ethnic Affairs
OMN	Oceania Media Network
OSAN	Overseas Students Advisers' Network
OTC	Overseas Telecommunications Commission (now Australian and Overseas Telecommunications Corporation)
QDEC	Queensland Distance Education College
RMEC	Regional Multicultural Education Co-ordinator
RMIT	Royal Melbourne Institute of Technology
SAAP	Supported Access Assistance Programs
SBS	Special Broadcasting Service
SAMEAC	South Australian Multicultural and Ethnic Affairs Commission
SIETAR	Society for International Education, Training and Research (International)
SST	Short Selection Test (Australian Test)
TAFE-TEQ	Technical and Further Education – Training, Employment, Queensland

TESOL	Teaching English to Speakers of Other Languages
TIS	Translating and Interpreting Service
TMEC	Tertiary Multicultural Education Committee
TNCRD	Tafe National Centre for Research and Development (now National Centre for Vocational Education Research Ltd)
TNSDC	Tafe National Staff Development Committee
TNVCR	TAFE National Video Resource Centre
TOEFL	Test of English as a Foreign Language (American test)
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VATME	Victorian Associaion of TESOL and Multicultural Education
VOCED	Vocational Education and Training Database
WIMN	Women in Multiculturalism Network

APPENDIX

APPROACH AND METHODOLOGY

The project's aim was to identify the high quality resources related to cross-cultural communication which are currently available, or being developed, in Australia. It was funded by the Department of Employment, Education and Training (DEET) through the Multicultural and Cross-Cultural Supplemenation Program (MACSP).

The information gathered has been compiled into a comprehensive guide to materials, personnel and current projects primarily to provide a resource for teachers, trainers and others involved in cross-cultural communication.

To provide a wide selection, resources were gathered by:

- searching the following databases to identify relevant materials already available: Australian Bibliographic Network (ABN), Australian Education Index (AEI), Australian Family and Society Abstracts (FAMILY), Australian Public Affairs Information Service (APAIS), Database on English Language Teaching for Adults in Australia (DELTAA), Multicultural Australia Information System (MAIS), National Languages and Literacy Institute of Australia Database System (NLLIA-DBS), OMN Training Database, and Vocational Education and Training Database (VOCED).

- identifying staff involved or interested in cross-cultural training in educational institutions, government departments, private consultancies and other private organisations. Approximately 350 newsletters with two different survey forms were distributed throughout Australia. The first survey was to ascertain the materials and methods being used in multicultural classrooms or for training in other areas. The second was to identify projects currently being developed or planned. In many cases these forms were duplicated by recipients and distributed further. 75% of recipients responded with information.

- discussing issues with experts working in the field and other interested parties.

- interviewing TAFE teaching staff, English as a Second Language (ESL) staff and Staff Development personnel.

- placing articles giving information about the project in *State Training Board Newsletter, Public Eye, Business Eye, The Australian Teacher, The Australian TAFE Teacher, ACT TAFE Matters, Migration, Ethnic Spotlight* and *Network for Intercultural Communication National Newsletter.* These articles invited response from interested parties.

Five people representing public and private organisations involved in the field of cross-cultural communication formed a reference group which met at regular intervals and provided invaluable advice, assistance and support to the project team. Other interested persons throughout Australia were invited to join a broad reference group which was kept up-to-date with the progress of the project through newsletters.

AUTHOR INDEX

TITLE INDEX

AUTHOR INDEX

This index includes authors, compilers, editors and project personnel.

Achren, L Do we assume too much? Measuring the cross-cultural appropriacy of our teaching aids, p72

Akcelik, S Culture and communication issues and the Turkish community, p118

Albert, R Conceptual framework for the development and evaluation of cross-cultural orientation programs, p61

Allender, S Are there guerrillas in your classroom? Cross-cultural reflections on communicative strategies, p56

Amrapala, A More than g'day: a guide for people working with overseas students, p170

Anagnostou, P The education and training of social and welfare workers for a multicultural Australia, p21

Andreoni, H A rationale for intercultural education, p32

Aresti, A TAFE supervision courses for NESB supervisors/supervisors of NESB workers, p299

Asante, M Handbook of international and intercultural communication, p176

Ata, A Cross-cultural and religious practices and attitudes to death in Australia: implications for health care providers, p296

Atkinson, S Story, music and movement: Aboriginal child care support materials, p220 and 251

Australian Public Service Ethnic Liaison Officer Scheme Working Group No. 3 Public contact staff training in multicultural Australia, p201

Baker, P Simulation Games 1-4, p219

Ballard, B Cross-cultural purposes in the tertiary classroom, p113

Ballard, B Overseas students and Australian academics: learning and teaching styles, p50

Ballard, B Teaching students from overseas: a brief guide for lecturers and supervisors, p171

Barker, M Cross-cultural communication at Australian universities: issues faced by lecturers, ethnic-Chinese and Australian students p110

Barker, M Intercultural communication in health care, p48

Barker, M Oriented for success: a resource book for overseas student services, p30

Barnlund, D Apologies: Japanese and American styles, p55

Bell, H White teacher, black learner: the influence of cross-cultural context on teaching practice, p89

Bennett, M A developmental approach to training for intercultural sensitivity, p71

Bennett, J Modes of cross-cultural training: conceptualising cross-cultural training as education, p79

Bergstrom, H Self-esteem training from a cross-cultural perspective at Milpera Special School, p285

Bickley, V Language learning and teaching styles within and across cultures, p25

Biggs, J Asian students' approaches to learning implications for teaching overseas students, p102

Birkett, E Aboriginal: select bibliography, p143

Birkett, E Education: select bibliography, p146

Birkett, E Health/nursing: select bibliography, p147

Birkett, E Immigration: select bibliography, p148

Birkett, E Legal: select bibliography, p150

Birkett, E Overseas students and staff development: select bibliography, p151

Birkett, E Psychology: select bibliography, p152

Birkett, E Women: select bibliography, p155

Black, J Cross-cultural training effectiveness: a review and a theoretical framework for future research, p67

Bochner, S Coping with unfamiliar cultures: adjustment or culture learning?, p64

Borden, G Cultural orientation: an approach to understanding intercultural communication, p20

Bourke, C Cross-cultural communication and professional education: an Aboriginal perspective, p107

Bowen, R Steps to success: improving the participation of people of non-English speaking background in TAFE: strategies developed at Prahran College of TAFE, p205

Bradley, D Cross-cultural communication and the professional education of police officers: some developments in New South Wales, p108

Brentnall, R Cultural awareness for health professionals: a training manual, p186

Brick, J China: a handbook in intercultural communication, p173

Brislin, R Bridging gaps: cross-cultural training in teacher education, p59

Brislin, R A culture general assimilator: preparation for various types of sojourns, p70

Brislin, R Intercultural interactions: a practical guide, p169

Brosnan, D Cross-cultural communication, p271

Brosnan, D Managing Cultural Diversity, p274

Browne, E Health care and immigrants: a guide for the helping professions, p169

Bruni, N A critical analysis of transcultural theory, p65

Bullivant, B The evolution of multiculturalism and developments in in-service cross-cultural training, p74

Bureau of Immigration Research (BIR) Publications catalogue, p162

Burnett, L Job seeking skills: cross-cultural perspectives, p177

Burns, M Cross-cultural communication: a resource handbook for schools, p174

Calantzis, J Access and equity project, p286

Callan, V Communication between Australian university staff and students, and overseas students, p280

Callan V Interethnic accommodation: the role of norms, p48

Candlin, C Beyond description to explanation in cross-cultural discourse, p41

Carbaugh, D Cultural communication and intercultural contact, p20

Centre for Aboriginal Studies Ways of working: training package for non-Aboriginal people, p222

Chambers, B Anti-racism: a handbook for adult educators, p6

Christaki, C Community relations resource kit, p287

Clanchy, J Teaching students from overseas: a brief guide for lecturers and supervisors, p171

Clare, M Issues of cross-cultural practice, p25

Clarke, V Value in diversity package (VIDPAK), p301

Clayton, L When do you bow in Australia?, p 37

Clyne, M Beyond grammar: some thoughts on communication rules in our multicultural society, p42

Clyne, M The role of language in cross-cultural communication, p132

Cole, R Cross-cultural training bibliography, p146

Cole, R National research directory: multiculturalism, immigration and ethnic affairs 1992, p167

Community Education Unit, Victorian Ethnic Affairs Commission Cross-cultural education and training resources manual, p185

Cope, B Communication in a pluralist world: the problem of reading culture, p102

Cox, D The education and training of social and welfare workers for a multicultural Australia, p21

Cox, D Strategies for introducing cross-cultural awareness into organisations, p133

Cox, L Preconceived ideas: healthworkers' resource book on migrant women's health, p31

Crowe, G 'Getting through' - teaching students from non-English speaking backgrounds, proceedings of the workshop held 19 April, 1990, summary of presentations and strategies, p94

Cushner, K Bridging gaps: cross-cultural training in teacher education, p59

Dalglish, C Multicultural and cross-cultural supplementation program: teaching in a multicultural classroom, p216 and 246

Dalglish, C Refugees from Vietnam, p130

Dalgovind, D Steps to success: improving the participation of people of non-English speaking background in TAFE: strategies developed at Prahran College of TAFE, p205

D'Argaville, M Cross-cultural communication issues and solutions in the delivery of legal services: an interim report to the Victorian Law Foundation, p194

Davis, L Multicultural access training kit: a trainer's manual, p190

Deasey, M Home and community care in a multicultural society: a training package for direct care staff, supervisors and planners in HACC services in Victoria, p213

de Bergerac, O Managing cross-culturally, p125

De Lacey, P 'No man is an iland' (sic): an excursion into commonality in Australia, p49

Dolk, T The ethnic elderly: communication, language and understanding, p73

Donohoue Clyne, I Cross-cultural communication curriculum for teacher education, p66

Donohoue Clyne, I Educating the educators: cross-cultural curriculum development or teacher education, p121

Donohoue Clyne, I INSET (inservice education for teachers) workshops: cross-cultural communication skills for teachers, p297

Donohue Clyne, I One person's meat is another person's poison ... food for thought: cross-cultural awareness for teachers, p127

Dugard, L Multicultural information for midwives, p28

Dunbar, R Culture-based learning problems of Asian students: some implications for Australian distance educators, p195

Durham, M Culture and scotosis: intercultural concerns in organisational communication, p69

Dyer, P Training a multicultural workforce, p221 and 253

Eades, D They don't speak an Aboriginal language, or do they? Language use in Aboriginal identity and cross-cultural communication, p52

Eckermann, A Binan goonj (they hear but they don't listen): bridging cultures in Aboriginal health, p8

Eckermann, A Teaching strategies for multicultural classrooms, p276

Edwards, N Services to non-English speaking background Australians: the experience of the Commonwealth's access and equity strategy, p132

Elkner, B Certificate in child care (home-based), p293

Facer, E Indo-Chinese immigrants: cultural characteristics and adaptation in Australia, p47

Farkas, L MAIS thesaurus: indexing terms for the Multicultural Australia Information System, p28

Ferguson, B Health care and immigrants: a guide for the helping professions, p169

Fleer, M A cross-cultural study of the implementation of microcomputers into schools, p67

Follers, J Communicating across cultures, p10

Fontaine, G Managing intercultural effectiveness, p78

Foster, L Australian multiculturalism: a documentary history and critique, p7

Foster, L Issues in multicultural education: pre-service teacher education, p77

Foster, L The OMA survey on issues in multicultural Australia, p80

Fraser, S Australian-Indonesian business culture, p292

Fraser, S Comparative business cultures, p295

Fraser, S Vietnamese business culture-awareness and performance of Australian exporters, p302

Gallois, C Communication between Australian university staff and students, and overseas students, p280

Gallois, C Interethnic accommodation: the role of norms, p48

Garcia, O English across cultures, cultures across English: a reader in cross-cultural communication, p22

Goodacre, P Communicating across cultures, p10

Grieve, N Attitudes to the gender culture: a comparison of Italian-Australian and Anglo-Australian female tertiary students, p57

Gudykunst, W Bridging differences: effective intergroup communication, p9

Gudykunst, W Communicating with strangers: an approach to intercultural communication, p12

Gudykunst, W Cross-cultural adaptation: current approaches, p13

Gudykunst, W Culture and interpersonal communication, p21

Gudykunst, W Handbook of international and intercultural communication, p176

Gudykunst, W Theories in intercultural communication, p36

Guerra, C Young people, social justice and multiculturalism, p38

Gunn, J Aboriginal and Torres Strait Island cross-cultural awareness training package, p207

Gunn, J Design and presentation of cross-cultural sensitivity programs, p187

Gunn, J Intercultural communication program: training for teachers of overseas students, p214

Gunter, L Notes on a method for teaching transcultural nursing, p50

Guse-Brennfleck, I TAFE supervision courses for NESB supervisors/supervisors of NESB workers, p299

Hall, M Exploring cross-cultural communication in the context of government employment programs, p267

Hannigan, T Traits, attitudes and skills that are related to intercultural effectiveness and their implications for cross-cultural training: a review of literature, p87

Harber, D Cross-cultural management - a values exploration, p278

Harris, E Cross-cultural communication for child-care centre staff, p14

Harris, S Walking through cultural doors: Aborigines, communication, schooling and cultural continuity, p137

Hart, B 'Getting through' - teaching students from non-English speaking backgrounds, proceedings of the workshop held 19 April, 1990, summary of presentations and strategies, p94

Harvey, B Learning my way: papers for the national conference on adult Aboriginal learning, p95

Hawkes, V Birth, death and marriage in a multicultural Australia, p8

Hedrick, C Business: select bibliography, p144

Hedrick, C Cross-cultural communication and education in Australian tertiary institutions: an interim report, p106

Hedrick, C Cross-cultural communication and professional education, p93

Hedrick, C National conference professional cross-cultural staff development inside and outside universities, p95

Hedrick, C Overseas students and staff development: select bibliography, p151

Hedrick, C Social welfare: select bibliography, p154

Hemming, P Barriers to learning in the cross cultural context: staff development program progress report, p193

Hemming, P Cross-cultural training package for TAFE staff working with non-English speaking background clients, p288

Hemming, P Cultural awareness: cross-cultural communication, lecturer's manual, p185

Hemming, P NESB students at Regency Park, p198

Hemming, P Report: literature search and materials review phase one: toward development of a national staff training package to support TAFE staff working with non-English speaking background (NESB) clients, p202

Hernandez, D Teaching counseling across cultures in the classroom: a workbook and teacher's guide, p35

Hodge, A Australia as a multicultural society: annotated reference list, p41

Hodge, A Communicating across cultures - an ABC of cultural awareness, p11

Hodge, A Intercultural communication - a retrospective; or been there, done that - where to now?, p123

Hofstede, G Cultural differences in teaching and learning, p68

Hollway, J Exploring cross-cultural communication in the context of government employment programs, p267

460

Holton, R Cross-cultural communication and education in Australian tertiary institutions: an interim report, p106

Holton, R Cross-cultural communication and professional education, p93

Hopkins, S Workshop 14: the education of health professionals for a multicultural Australia, p139

Hughes, J Communication in the multicultural classroom, p43

Hughes-Wiener, G The 'learning how to learn' approach to cross-cultural orientation, p78

I'anson, C Cross-cultural communication for child-care centre staff, p14

Iles, D Integration of cross-cultural elements into legal education, p273

Inglis, C Directory of cross-cultural courses and trainers, p165

Irwin, H Cultural variability and communication: the talking solution to cultural blindness, p118

Ishiyama, F The communication process as a critical intervention for client change in cross-cultural counseling, p60

Ishiyama, F Enhancing client-validating communication: helping discouraged clients in cross-cultural adjustment, p73

Jayasuriya, L Culture and communication: some critical reflections, p119

Jayasuriya, L Issues of cross-cultural practice, p25

Johnson, P Cross-cultural casework with the Indo-Chinese, p105

Johnson, S Queensland police service/ATSIC project, p284

Juchnowski, M Certificate in child care (home-based), p293

Jupp, J The challenge of diversity: policy options for a multicultural Australia, p10

Kalantzis, M Cross-cultural communication, p271

Kalantzis, M Managing cultural diversity, p274

Kalowski, J Considering cross-cultural issues: a rights framework, p103

Kambouris, N Multicultural access training kit: a trainer's manual, p190

Kanitsaki, O Transcultural nursing: challenge to challenge, p88

Kearns, J Cross-cultural misunderstandings in education, p45

Kelly, L A cross-cultural elective for undergraduate nursing students, p112

Kelly, N Documentation of multicultural responsiveness of paraprofessional programs in TAFE, p282

Kenyon, C Deedeekun - the simulation, p211

Kenyon, C More than g'day: a guide for people working with overseas students, p170

Kevany, K Key factors in cross-cultural counselling, p124

Khoo, C Issues in cross-cultural counselling, p77

Khoo, C Cross-cultural communication, p271

Khoo, C Managing cultural diversity, p274

Kim, Y Communicating with strangers: an approach to intercultural communication, p12

Kim, Y Communication and cross-cultural adaptation: an integrative theory, p12

Kim, Y Cross-cultural adaptation: current approaches, p13

Kim, Y Theories in intercultural communication, p 36

King, B Cross-cultural studies and distance education: a model for academic staff development, p114

King, S Multicultural skills for adult educators, p275

Kipp, S Cross-cultural communication and health in Australia: an audiovisual guide, p158 and 258

Kitao, K Intercultural communication bibliography (parts 1-4), p148

Kitao, K Intercultural nonverbal communication: a bibliography, p149

Kitao, S Intercultural communication bibliography (parts 1-4), p148

Kitao, S Intercultural nonverbal communication: a bibliography, p149

Kohls, L Four traditional approaches to developing cross-cultural preparedness in adults: education, training, orientation and briefing, p74

Korzenny, F Cross-cultural interpersonal communication, p17

Koyama, T Japan: a handbook of intercultural communication, p176

Kroehnert, G Basic training for trainers: an Australian handbook for new trainers, p173

Krygier, M Sources of cross-cultural misunderstanding: why Poles have difficulty communicating with Westerners, p82

Landman, P AFI distribution ltd film and video catalogue 1987-1988, p157 and 257

Lawrence, T Bibliography on race and prejudice: a list of resources held at the Multicultural Access Centre Library, TAFE, p144

Le, M Towards understanding: Indo-Chinese refugee and migrant children in Australia, p84

Lee, I Cross-cultural training techniques, p115

Lee, I Cultural awareness for health professionals: a training manual, p186

Lee, I Providing service in a culturally diverse society: a training package for public contact staff of the Department of Social Security, p218 and 249

Lee, I Providing service in a culturally diverse society: a training package for regional and area managers of the Department of Social Security, p219 and 256

Lee, I A training session - four cross-cultural training exercises, p136

Lewis, M I: Teaching multicultural classes, p179

Liem, N Indochinese cross cultural communication and adjustment, p46

Liffman, M Skills development for a multicultural society: guide for trainers, p170

Link, S Cross-cultural development for TAFE staff in Queensland, p281

Local Government Video Promotions Unit, NSW, Bridging the gap: professional communication in local government, p235

Louie, G Cultural differences and theories of learning, p117

Lovett, J Story, music and movement: Aboriginal child care support materials, p220 and 251

McCaffery, J Independent effectiveness: a reconsideration of cross-cultural orientation and training, p75

McCarthy, P Experience Australia, more than a fair chance: job interview techniques for migrants, p241

McGinty, S Learning my way: papers for the national conference on adult Aboriginal learning, p95

MacGregor, M Cultural and linguistic perspectives in mathematics teacher education, p116

MacGregor, M Teaching mathematics in the multicultural classroom: a resource for teachers and teacher educators, p35

McGregor, W Discourse analysis and intercultural communication, p72

Mann, K Queensland police service/ATSIC project, p284

Mann, L Contributions to cross-cultural psychology: an introduction, p62

Marshall, M Simulation Games 1-4, p219

Martens, E Aboriginal: select bibliography, p143

Martens, E Education: select bibliography, p146

Martens, E Health/nursing: select bibliography, p147

Martens, E Legal: select bibliography, p150

Martens, E National conference/workshop on cross-cultural curriculum In TAFE and police academies, p96

Martens, E Psychology: select bibliography, p152

Martens, E Select bibliographies on cross-cultural issues, p152

Martens, E Women: select bibliography, p155

Martin, J Theories and methods in cross-cultural orientation, p83

Martin, J Training issues in cross-cultural orientation, p85

Matwiejczyk, R ESL in Anangu schools: adapted from ESL in the mainstream teacher development course, p289

Matwiejczyk, R ESL in the mainstream teacher development course, p188

Mead, R Cross-cultural management communication, p18

Mendenhall, M Cross-cultural training effectiveness: a review and a theoretical framework for future research, p67

Merta, R Simulating culture shock in counselor trainees: an experiential exercise for cross-cultural training, p82

Mezger, J Bridging the intercultural communication gap: a guide for TAFE teachers of overseas students, p291

Migrant Services Section, Department of Social Security Naming systems for ethnic groups, p29

Millen, M Cross-cultural issues in job selection, p272

Minneken, P The changing work environment: a skills management course for supervisors, p181

Mitchell, R Implementing system-wide cross-cultural training for staff - the South Australian D.E.T.A.F.E. experience, p122

Mitchell, R The non-English speaking-background learner in TAFE: a training handbook , p178

Mitchell, R SA AMES counsellors' workshop, p204

Mobbs, R 'But I do care!' Communication difficulties affecting the quality of care delivered to Aborigines, p60

Moore, R Teaching mathematics in the multicultural classroom: a resource for teachers and teacher educators, p35

Mountford, A ESL in Anangu schools: adapted from ESL in the mainstream teacher development course, p289

MSJ Keys Young Planners P/L Communicating with non-English speaking people, p11

Murphy, C Training workers from a non-English speaking background, p86

Nelson, M The changing work environment: a skills management course for supervisors, p181

Network for Intercultural Communication Conference Coordinating Committee SA Proceedings of the third national conference of the Network for Intercultural Communication, p98

Neustupny, J Australia and Japan: cross cultural communication problems, p58

Nguyen, C Barriers to communication between Vietnamese and non Vietnamese, p58

Nguyen, N Look into our eyes ... personal development and Indochinese students, p26

Nguyen, P Why they rarely say thank you, p90

Nicholas Sexton, E Report: literature search and materials review phase one: toward development of a national staff training package to support TAFE staff working with non-English speaking background (NESB) clients, p202

Nicholas Sexton, E Select bibliography: references and resources on cultural awareness and cross-cultural communication: service delivery, counselling, education, management and childcare, p153

Nihas, V A rationale for intercultural education, p32

Noesjirwan, J 'There is something I don't know': a discussion of the cross-cultural experience: behavioural differences between Australians and Indonesians, p51

Nolde, T Planning and evaluation of cross-cultural health education activities, p81

Odling-Smee, D Indonesian business culture and language, p279

O'Grady, C Cross-cultural issues in job selection, p272

Orton, T Beating the 'Blocks': an icebreaker to bring some unspoken rules above sea-level, p59

Osborne, B The search for a paradigm to inform cross-cultural classroom research, p82

Otheguy, R English across cultures, cultures across English: a reader in cross-cultural communication, p22

Paige, R Trainer competencies: the missing conceptual link in orientation, p84

Pappas, A Culture and communication issues and the Turkish community, p118

Parington, G Aboriginal education for non-Aboriginal teachers: remote schools teaching practice, p101

Parsons, C Cross-cultural issues in health care, p44

Passi, C Queensland police service/ATSIC project, p284

Pauwels, A Community language skills for health professionals, p103

Pauwels, A Cross-cultural business communication: some recent Australian projects, p105

Pauwels, A Cross-cultural communication in medical encounters, p15

Pauwels, A Cross-cultural communication in the professions in Australia, p66

Pauwels, A Health professionals' perceptions of communication difficulties in cross-cultural contexts, p75

Pauwels, A Proceedings of the conference on cross-cultural communication in the health professions, p97

Pauwels, A The role of language and linguistics in cross-cultural communication in the professions, p131

Pauwels, A The role of language, language learning and linguistics in cross-cultural communication in the professions, p33

Pauwels, A Tackling the language barrier in cross-cultural training, p133

Pearson, G The right balance: coping with overseas and non-English speaking background students, p179

Pedersen, P Counselling across cultures, p13

Pedersen, P The cross-cultural challenge: a search for accuracy, p13

Pederson, P A handbook for developing multicultural awareness, p175

Pedersen, P Teaching counseling across cultures in the classroom: a workbook and teacher's guide, p35

Perkons, R The care of non-English speaking background residents in mainstream nursing homes and hostels, p194

Perkons, R Information kit to assist in the care of Aboriginal and non-English speaking background older people in nursing homes and hostels, p182

Perry, W Multicultural profiles for adult and further education, p29

Pettman, J Anti-racism: a handbook for adult educators, p6

Phillips, D Overseas students and their impact on the changing face of professional education in universities, p127

Phillips, D Progressive staff development in the light of reality: with special reference to cross-cultural and overseas students, p129, p200 (full version)

Pimlott, J Teaching students from non-English speaking backgrounds, p36

Pittam, J Talking to Australians, p252

Pittman, B Training special need categories of employee: non-native speakers of English, traditional culture employees, English speaking employees with basic literacy deficits, training for the physically and developmentally disadvantaged, p191

Pittman, L Nursing: a culturally diverse profession in a monocultural health system, p80

Platt, J The role of language in cross-cultural communication, p132

Poole, M E Australia in transition: culture and life possibilities, p7

Porter, R Communication between Cultures, p12

Porter, R Intercultural communication: a reader, p24

Potter, R Adult education in multicultural Australia: social justice in adult and technical teacher education, p5

Poyatos, F Cross-cultural perspectives in nonverbal communication, p18

Pride, J Cross-cultural encounters - communication and miscommunication, p16

Purohit, A Key factors in cross-cultural counselling, p124

Putnis, P Intercultural communication, p76

Putnis, P Whose interests? Who's interested? Issues in intercultural communication, p139

Queensland Department of Ethnic Affairs Directory of ethnic community organisations in Queensland, p165

Ramm, J NESB learners with minimal formal education: guidelines for curriculum and materials development, p298

Reid, J The health of immigrant Australia: a social perspective, p23

Richards, P Bibliography on race and prejudice: a list of resources held at the Multicultural Access Centre Library, TAFE, p144

Robinson, G Cross-cultural understanding, p19

Rogers, T Nursing: a culturally diverse profession in a monocultural health system, p80

Rosenthal, D Attitudes to the gender culture: a comparison of Italian-Australian and Anglo-Australian female tertiary students, p57

Royal Melbourne Institute of Technology for the Victorian TAFE Off-Campus Network Multicultural communication 1. Tutor resource kit, p184

SA Multicultural and Ethnic Affairs Commission Directory of multicultural and ethnic community resources (South Australia), p166

Salagaras, S Multiculturalism in the public sector: a matter of access and equity, p126

Salomons, L Cross-cultural education in nursing curricula, p11

Samovar, L A Communication between cultures, p12

Samovar, L (ed) Intercultural communication: a reader, p24

Samuelowicz, K Learning problems of overseas students: two sides of a story, p78

Sarbaugh, L E Intercultural communication, p24

Saunders, R (ed.) Cross-cultural issues for health professionals in Australia, p17

Scarvelis, N Multiculturalism in the public sector: a matter of access and equity, p126

Schembri, J Multicultural resources bibliography, p151 and 260

Schmied, V We'll just pop you on your back sweetheart: the cultural context of childbirth, p52

Schneller, R Intercultural and intrapersonal processes and factors of misunderstanding: implications for multicultural training, p76

Schwencke, H Self-esteem training from a cross-cultural perspective at Milpera Special School, p285

Scully, M Ways of working: training package for non-Aboriginal people, p138

Seitz, A The OMA survey on issues in multicultural Australia, p80

Shearer, H Preparing adults for intercultural experiences, p32

Simons, G Working together: how to become effective in a multicultural organisation, p37

Singer, R Skills development for a multicultural society: guide for trainers, p170

Singh, P Documentation of multicultural responsiveness of paraprofessional programs in TAFE, p282

Smillie, C Planning and evaluation of cross-cultural health education activities, p81

Smillie, R Performance indicators for Aboriginal programs in TAFE: a discussion paper, p199

Smith, P Studying and living in Australia, p33

Sokoloff, S Culture, history and change: evaluating materials for teaching in a multicultural society, p119

Starosta, W Thinking through intercultural training assumptions: in the aftermath, p83

Stockley, D Australian multiculturalism: a documentary history and critique, p7

Taft, R Coping with unfamiliar cultures, p43

Tay, S Studying and living in Australia, p33

Taylor, R I: Teaching multicultural classes, p179

Teleni, V English language across the curriculum - TAFE, p283

Thiederman, S Bridging cultural barriers for corporate success: how to manage the multicultural work force, p9

Thu, N Understanding Vietnamese students: a focus on their passive attitude, p89

Ting-Toomey, S Cross-cultural interpersonal communication, p17

Townson, T Local councils: service in a multicultural society: a training kit for local government, p183

Travaglia, J Directory of cross-cultural courses and trainers, p165

Trent, F Overview: range of issues, p128

Trent, F Through the looking glass - cross cultural professional education and staff development, p135

Trompf, P The health of immigrant Australia: a social perspective, p23

Tsoukatos, A Multicultural training assessment and strategy for the Sydney Water Board, p198

Twitchin, J Crosstalk: an introduction to cross-cultural communication, p20

Virgona, C Report on the establishment of the workplace learning centre, p203

Virgona, C Train the trainer for NESB workers, p300

WA Council on the Ageing Inc. Ethnicare resource kit: an information package for residential, health and community aged care providers, p182

Walsh, M Conversational styles and intercultural communication: an example from northern Australia, p63

Walter, W Communicating across cultures: a resource kit for secondary schools, p181

Warwick, D Working together in a multicultural context, p277

Wasson, R Developing culturally responsive curricula, p120

Watson, B A stitch in time: an approach to cross-cultural counselling, p51

Weeks, W A manual of structured experiences for cross-cultural learning, p189

Westwood, M The communication process as a critical intervention for client change in cross-cultural counseling, p60

Westwood, M Enhancing client-validating communication: helping discouraged clients in cross-cultural adjustment, p73

Whetton, M Cross-cultural awareness, p145

Willcoxson, L Australian learning styles, p269

Willcoxson, L Australian values, p270

Williams, B Overseas students in Australia: policy and practice, p30

Williams, T The nature of miscommunication in the cross-cultural employment interview, p49

Willing, K A select bibliography of references on cultural awareness and intercultural communication, p154

Willing, K Talking it through: clarification and problem solving in professional work, p34

Wilson, N Cross-cultural communication curriculum for teacher education, p66

Wyse, L Cross-cultural awareness and communication strategies for a multicultural workplace, p104

Yee, H Cross-cultural studies for teacher-librarians, p195

Yoshioka, M Apologies: Japanese and American styles, p55

Yunker, M Queensland police service/ATSIC project, p284

Zanger, V Face-to-face: the cross-cultural workbook, p23

TITLE INDEX

Aboriginal and Torres Strait Island cross-cultural awareness training package, p207

Aboriginal education for non-Aboriginal teachers: remote schools teaching practice, p101

Aboriginal: select bibliography, p143

Academy of Management Review, p230

Access and equity project, p286

Adult education in multicultural Australia: social justice in adult and technical teacher education, p5

The Advising Quarterly for Professionals in International Education, p230

AFI distribution ltd film and video catalogue 1987-1988, p157 and 257

Anti-racism: a handbook for adult educators, p6

APAIS, p227

Apologies: Japanese and American styles, p55

Are there guerrillas in your classroom? Cross-cultural reflections on communicative strategies, p56

Asian students' approaches to learning implications for teaching overseas students, p102

ATESOL Bulletin, p227

Attitudes to the gender culture: a comparison of Italian-Australian and Anglo-Australian female tertiary students, p57

Australia and Japan: cross cultural communication problems, p58

Australia as a multicultural society: annotated reference list, p41

Australia in transition: culture and life possibilities, p7

Australian and New Zealand catalogue of new films and videos, p158 and 258

Australian Education Index, p227

Australian-Indonesian business culture, p292

Australian Journal of Adult Education, p227

Australian Journal of Advanced Nursing, p227

Australian Journal of Communication, p227

Australian Journal of Early Childhood, p227

Australian Journal of Education, p227

Australian Journal of Educational Technology, p227

Australian Journal of Psychology, p227

Australian Journal of the Ageing, p227

Australian learning styles, p269

Australian multiculturalism: a documentary history and critique, p7

Australian Psychologist, p228

Australian Quarterly, p228

Australian Review of Applied Linguistics, p228

Australian values, p270

Babel, p228

Barriers to communication between Vietnamese and non Vietnamese, p58

Barriers to learning in the cross cultural context: staff development program progress report, p193

Basic training for trainers: An Australian handbook for new trainers, p173

Beating the 'Blocks': an icebreaker to bring some unspoken rules above sea-level, p59

Beyond description to explanation in cross-cultural discourse, p41

Beyond grammar: some thoughts on communication rules in our multicultural society, p42

Bibliography on race and prejudice: A list of resources held at the Multicultural Access Centre Library, TAFE, p144

Binan goonj (they hear but they don't listen): bridging cultures in Aboriginal health, p8

BIR Bulletin, p228

Birth, death and marriage in a multicultural Australia, p8

Breakthrough, p228

Bridging cultural barriers for corporate success: how to manage the multicultural work force, p9

Bridging differences: effective intergroup communication, p9

Bridging gaps: cross-cultural training in teacher education, p59

Bridging the gap: professional communication in local government, p235

Bridging the intercultural communication gap: a guide for TAFE teachers of overseas students, p291

Business: select bibliography, p144

'But I do care!' Communication difficulties affecting the quality of care delivered to Aborigines, p60

The care of non-English speaking background residents in mainstream nursing homes and hostels, p194

Certificate in child care (home-based), p293

The challenge of diversity: policy options for a multicultural Australia, p10

Chandler's first case: Aboriginal cultural awareness training video, p236

The changing work environment: a skills management course for supervisors, p181

Child at the centre, p236

China: a handbook in intercultural communication, p173

Communicating across cultures, p10

Communicating across cultures: a resource kit for secondary schools, p181

Communicating across cultures - an ABC of cultural awareness, p11

Communicating with non-English speaking people, p11

Communicating with strangers: an approach to intercultural communication, p12

Communication and cross-cultural adaptation: an integrative theory, p12

Communication between Australian university staff and students, and overseas students, p280

Communication between cultures, p12

Communication in a pluralist world: the problem of reading culture, p102

Communication in the multicultural classroom, p43

The communication process as a critical intervention for client change in cross-cultural counseling, p60

Community language skills for health professionals, p103

Community relations resource kit, p287

Comparative business cultures, p295

Conceptual framework for the development and evaluation of cross-cultural orientation programs, p61

Conflict or challenge? Cross-cultural issues in Australia, p208 and 237

Considering cross-cultural issues: a rights framework, p103

Contributions to cross-cultural psychology: an introduction, p62

Conversational styles and intercultural communication: an example from northern Australia, p63

Coping with unfamiliar cultures, p43

Coping with unfamiliar cultures: adjustment or culture learning?, p64

Counselling across cultures, p13

A critical analysis of transcultural theory, p65

Cross-cultural adaptation: current approaches, p13

Cross-cultural and religious practices and attitudes to death in Australia: implications for health care providers, p296

Cross-cultural awareness, p145

Cross-cultural awareness and communication strategies for a multicultural workplace, p104

Cross-cultural business communication: some recent Australian projects, p105

Cross-cultural casework with the Indo-Chinese, p105

The cross-cultural challenge: a search for accuracy, p13

Cross-cultural communication, p271

Cross-cultural communication and education in Australian tertiary institutions: an interim report, p106

Cross-cultural communication: a resource handbook for schools, p174

Cross-cultural communication and health in Australia: an audiovisual guide, p158 and 258

Cross-cultural communication and professional education, p93

Cross-cultural communication and professional education: an Aboriginal perspective, p107

Cross-cultural communication and the professional education of police officers: some developments in New South Wales, p108

Cross-cultural communication at Australian universities: issues faced by lecturers, ethnic-Chinese and Australian students, p110

Cross-cultural communication curriculum for teacher education, p66

Cross-cultural communication for child-care centre staff, p14

Cross-cultural communication handbook for trainers, p174

Cross-cultural communication in medical encounters, p15

Cross-cultural communication in the professions, p66

Cross-cultural communication issues and solutions in the delivery of legal services: an interim report to the Victorian Law Foundation, p194

Cross-cultural development for TAFE staff in Queensland, p281

Cross-cultural education and training resources manual, p185

Cross-cultural education in nursing curricula, p111

A cross-cultural elective for undergraduate nursing students, p112

Cross-cultural encounters, p209 and 238

Cross-cultural encounters - communication and miscommunication, p16

Cross-cultural interpersonal communication, p17

Cross-cultural issues for health professionals in Australia, p17

Cross-cultural issues in health care, p44

Cross-cultural issues in job selection, p272

Cross-cultural management - a values exploration, p278

Cross-cultural management communication, p18

Cross-cultural misunderstandings in education, p45

Cross-cultural perspectives in nonverbal communication, p18

Cross-cultural purposes in the tertiary classroom, p113

Cross-cultural research and methodology series, p19

Cross-cultural studies and distance education: a model for academic staff development, p114

Cross-cultural studies for teacher-librarians, p195

A cross-cultural study of the implementation of microcomputers into schools, p67

Cross-cultural training bibliography, p146

Cross-cultural training effectiveness: a review and a theoretical framework for future research, p67

Cross-cultural training package for TAFE staff working with non-English speaking background clients, p288

Cross-cultural training techniques, p115

Cross-cultural understanding, p19

Cross currents, p238

Cross Currents, p230

Crosstalk: an introduction to cross-cultural communication, p20

Crosstalk at work: cross-cultural communication in the workplace, p209 and 239

Cultural and linguistic perspectives in mathematics teacher education, p116

Cultural awareness: cross-cultural communication, lecturer's manual, p185

Cultural awareness for health professionals: a training manual, p186

Cultural communication and intercultural contact, p20

Cultural crossroads, p240

Cultural differences and theories of learning, p117

Cultural differences in teaching and learning, p68

Cultural orientation: an approach to understanding intercultural communication, p20

Cultural variability and communication: the talking solution to cultural blindness, p118

Culture and communication issues and the Turkish community, p118

Culture and communication: some critical reflections, p119

Culture and interpersonal communication, p21

Culture and scotosis: intercultural concerns in organisational communication, p69

Culture-based learning problems of Asian students: some implications for Australian distance educators, p195

A culture general assimilator: preparation for various types of sojourns, p70

Culture, history and change: evaluating materials for teaching in a multicultural society, p119

Current Index to Journals in Education, p228

Deedeekun - the simulation, p211

Design and presentation of cross-cultural sensitivity programs, p187

Developing culturally responsive curricula, p120

A developmental approach to training for intercultural sensitivity, p71

Directory of cross-cultural courses and trainers, p165

Directory of ethnic community organisations in Queensland, p165

Directory of multicultural and ethnic community resources (South Australia), p166

Discourse analysis and intercultural communication, p72

Documentation of multicultural responsiveness of paraprofessional programs in TAFE, p282

Do we assume too much? Measuring the cross-cultural appropriacy of our teaching aids, p72

Ecumenical migration centre library mail order catalogue 1992, p159

Educating the educators: cross-cultural curriculum development or teacher education, p121

The education and training of social and welfare workers for a multicultural Australia, p21

Education Australia, p228

Education: select bibliography, p146

English across cultures, cultures across English: a reader in cross-cultural communication, p22

English language across the curriculum - TAFE, p283

Enhancing client-validating communication: helping discouraged clients in cross-cultural adjustment, p 73

ESL in Anangu schools: adapted from ESL in the mainstream teacher development course, p289

ESL in the mainstream teacher development course, p188

The ethnic elderly: communication, language and understanding, p73

Ethnicare resource kit: an information package for residential, health and community aged care providers, p182

Ethnic Spotlight: Journal of the Federation of Ethnic Communities' Councils of Australia Inc., p228

The evolution of multiculturalism and developments in in-service cross-cultural training, p74

Experience Australia, more than a fair chance: job interview techniques for migrants, p241

Exploring cross-cultural communication in the context of government employment programs, p267

Face to face, p212 and 241

Face-to-face: the cross-cultural workbook, p23

Faces of culture in health care, p242

Film Australia education and library catalogue 1991/1992, p159 and 259

Focus, p228

Focus for a multicultural Australia, p228

Four traditional approaches to developing cross-cultural preparedness in adults: education, training, orientation and briefing, p74

G'Day, p242

'Getting through' - teaching students from non-English speaking backgrounds, proceedings of the workshop held 19 April, 1990, summary of presentations and strategies, p94

A handbook for developing multicultural awareness, p175

Handbook of international and intercultural communication, p176

Health care and immigrants: a guide for the helping professions, p169

The health of immigrant Australia: a social perspective, p23

Health/nursing: select bibliography, p147

Health professionals' perceptions of communication difficulties in cross-cultural contexts, p75

Higher Education Research and Development, p228

Home and community care in a multicultural society: a training package for direct care staff, supervisors and planners in HACC services in Victoria, p213

Immigration: select bibliography, p148

Implementing system-wide cross-cultural training for staff - the South Australian D.E.T.A.F.E. experience, p122

In good company, p243

Independent effectiveness: a reconsideration of cross-cultural orientation and training, p75

Indochinese cross cultural communication and adjustment, p46

Indo-Chinese immigrants: cultural characteristics and adaptation in Australia, p47

Indonesian business culture and language, p279

Information kit to assist in the care of Aboriginal and non-English speaking background older people in nursing homes and hostels, p182

INSET (inservice education for teachers) workshops: cross-cultural communication skills for teachers, p297

Insights: A visual resource guide for multicultural Australia 1991, p160 and 259

Integration of cross-cultural elements into legal education, p273

Intercultural and intrapersonal processes and factors of misunderstanding: implications for multicultural training, p76

Intercultural communication, p24

Intercultural communication, p76

Intercultural communication: a reader, p24

Intercultural communication - a retrospective; or been there, done that - where to now?, p123

Intercultural communication bibliography (parts 1-4), p148

Intercultural communication in health care, p48

Intercultural communication program: training for teachers of overseas students, p214

Intercultural interactions: a practical guide, p169

Intercultural nonverbal communication: a bibliography, p149

Interethnic accommodation: the role of norms, p48

International and Intercultural Communication Annual, p230

International Journal of Intercultural Relations, p230

International Journal of the Sociology of Language, p230

Issues in cross-cultural counselling, p77

Issues in multicultural education: pre-service teacher education, p77

Issues of cross-cultural practice, p25

Japan: a handbook of intercultural communication, p176

Job seeking skills: cross-cultural perspectives, p177

Journal of Advanced Nursing, p230

Journal of Counseling and Development, p230

Journal of Cross-Cultural Psychology, p230

Journal of Family Therapy, p230

Journal of Intercultural Studies, p230

Journal of Language and Social Psychology, p230

Journal of Multicultural Counseling and Development, p230

Journal of Multilingual and Multicultural Development, p228 and 230

Journal of Teacher Education, p230

Journal of Vietnamese Studies, p228

Key factors in cross-cultural counselling, p124

Language in Society, p230

Language learning and teaching styles within and across cultures, p25

Language Teaching, p231

Learning at home: an Australian/Arabic family, p243

The 'learning how to learn' approach to cross-cultural orientation, p78

Learning my way: papers for the national conference on adult Aboriginal learning, p95

Learning problems of overseas students: two sides of a story, p78

Legal: select bibliography, p150

Local councils: service in a multicultural society: a training kit for local government, p183

Look into our eyes ... personal development and Indochinese students, p26

M.A.C. specialised bibliographies: intercultural communication and training, p150

MAIS index: entries from the Multicultural Australia Information System, volume I, citations, p27

MAIS Index: entries from the Multicultural Australia Information System, volume II, author and subject indexes, p27

MAIS Thesaurus: indexing terms for the Multicultural Australia Information System, p28

Majority retreat: facing racism at work, p215 and 244

Managing cross-culturally, p125

Managing cultural diversity, p274

Managing intercultural effectiveness, p78

A manual of structured experiences for cross-cultural learning, p189

Maxwell's video collection, 1991-92 video catalogue, p160 and 260

Maximising diversity: a joint report on the employment of people of non-English speaking background in the Australian Public Service, p196

Medical Journal of Australia, p228

Message delivered?, p244

Migration, p228

Migration Action, p228

Migration Monitor, p229

Modes of cross-cultural training: conceptualising cross-cultural training as education, p79

Moments like these: Aboriginal cultural awareness training video, p245

More than G'day: a guide for people working with overseas students, p170

Mosaic: Newsletter of the Australian Institute of Multicultural Affairs, p229

Multicultural access training kit: a trainer's manual, p190

Multicultural and cross-cultural supplementation program: teaching in a multicultural classroom, p216 and 246

Multicultural communication 1. Tutor resource kit, p184

Multicultural forum: Newsletter of the SA Ethnic Affairs Commission, p229

Multicultural information for midwives, p28

Multicultural Life, p229

Multicultural management commitment plan 1991-94, p196

Multicultural Marketing News, p229

Multicultural News, p229

Multicultural profiles for adult and further education, p29

Multicultural resources bibliography, p151 and 260

Multicultural training and resources handbook, p177

Multicultural training assessment and strategy for the Sydney Water Board, p198

Multicultural skills for adult educators, p275

Multiculturalism as a fourth force in counseling, p79

Multiculturalism in conflict, p217 and 247

Multiculturalism in the public sector: a matter of access and equity, p126

Naming systems for ethnic groups, p29

National conference professional cross-cultural staff development inside and outside universities, p95

National conference/workshop on cross-cultural curriculum in TAFE and police academies, p96

National library film and video lending collection, p161 and 261

The nature of miscommunication in the cross-cultural employment interview, p49

National research directory: multiculturalism, immigration and ethnic affairs 1992, p167

NCELTR publications 91/92, p161 and 261

Network for Intercultural Communication Newsletter, p229

'No man is an iland' (sic): an excursion into commonality in Australia, p49

The non-English speaking-background learner in TAFE: a training handbook, p178

NESB learners with minimal formal education: guidelines for curriculum and materials development, p298

NESB students at Regency Park, p198

Notes on a method for teaching transcultural nursing, p50

Nursing: a culturally diverse profession in a monocultural health system, p80

The OMA survey on issues in multicultural Australia, p80

On the Move, p229

On the other side of the counter, p248

One person's meat is another person's poison ... food for thought: cross-cultural awareness for teachers, p127

I: Teaching multicultural classes, p179

Oriented for success: a resource book for overseas student services, p30

Overseas students and Australian academics: learning and teaching styles, p30

Overseas students and staff development: select bibliography, p151

Overseas students and their impact on the changing face of professional education in universities, p127

Overseas students in Australia: policy and practice, p30

Overview: range of issues, p128

Paying our dues, p248

Performance indicators for Aboriginal programs in TAFE: a discussion paper, p199

Planning and evaluation of cross-cultural health education activities, p81

Preconceived ideas: healthworkers' resource book on migrant women's health, p31

Prejudice and cultural values, p249

Preparing adults for intercultural experiences, p32

Proceedings of intercultural communications skills conference, p97

Proceedings of the conference on cross-cultural communication in the health professions, p97

Proceedings of the third national conference of the Network for Intercultural Communication, p98

Progressive staff development in the light of reality: with special reference to cross-cultural and overseas students, p129 and p200 (full version)

Prospect: A Journal of Australian TESOL, p229

Prospect: The Journal of the Adult Migrant Education Program, p229

Providing service in a culturally diverse society: a training package for public contact staff of the Department of Social Security, p218 and 249

Providing service in a culturally diverse society: a training package for regional and area managers of the Department of Social Security, p219 and 250

Psychology: select bibliography, p152

Public contact staff training in multicultural Australia, p201

Publications catalogue, p162

Quadrant, p229

Queensland police service/ATSIC project, p284

A rationale for intercultural education, p32

Refugees from Vietnam, p130

Report: literature search and materials review phase one: toward development of a national staff training package to support TAFE staff working with non-English speaking background (NESB) clients, p202

Report on the establishment of the Workplace Learning Centre, p203

The right balance: coping with overseas and non-English speaking background students, p179

The role of language and linguistics in cross-cultural communication in the professions, p131

The role of language in cross-cultural communication, p132

The role of language, language learning and linguistics in cross-cultural communication in the professions, p33

SA AMES counsellors' workshop, p204

The search for a paradigm to inform cross-cultural classroom research, p82

Select bibliographies on cross-cultural issues, p152

Select bibliography: references and resources on cultural awareness and cross-cultural communication: service delivery, counselling, education, management and childcare, p153

A select bibliography of references on cultural awareness and intercultural communication, p154

Self-esteem training from a cross-cultural perspective at Milpera Special School, p285

Services to non-English speaking background Australians: the experience of the Commonwealth's access and equity strategy, p132

Simulating culture shock in counselor trainees: an experiential exercise for cross-cultural training, p82

Simulation games 1-4, p219

Skills development for a multicultural society: guide for trainers, p170

Social Sciences and Humanities Index, p231

Social Sciences Citation Index, p231

Social welfare: select bibliography, p154

Sources of cross-cultural misunderstanding: why Poles have difficulty communicating with Westerners, p82

South-Pacific Journal of Teacher Education, p231

Spectrum, p229

Steps to success: improving the participation of people of non-English speaking background in TAFE: strategies developed at Prahran College of TAFE, p205

A stitch in time: an approach to cross-cultural counselling, p51

Story, music and movement: Aboriginal child care support materials, p220 and 251

Strategies for introducing cross-cultural awareness into organisations, p133

Studies in Second Language Acquisition, p231

Studying and living in Australia, p33

Subtitled video catalogue, p162 and 262

Tackling the language barrier in cross-cultural training, p133

TAFE Multicultural Education Newsletter, p229

TAFE supervision courses for NESB supervisors/supervisors of NESB workers, p299

Talking to Australians, p252

Talking it through: clarification and problem solving in professional work, p34

Teaching counseling across cultures in the classroom: a workbook and teacher's guide, p35

Teaching mathematics in the multicultural classroom: a resource for teachers and teacher educators, p35

Teaching strategies for multicultural classrooms, p276

Teaching students from non-English speaking backgrounds, p36

Teaching students from overseas: a brief guide for lecturers and supervisors, p171

Theories and methods in cross-cultural orientation, p83

Theories in intercultural communication, p36

'There is something I don't know': a discussion of the cross-cultural experience: behavioural differences between Australians and Indonesians, p51

They don't speak an Aboriginal language, or do they? Language use in Aboriginal identity and cross-cultural communication , p52

Thinking through intercultural training assumptions: in the aftermath, p83

Through the looking glass - cross cultural professional education and staff development, p135

The TNVRC catalogue, p163 and 262

Towards understanding: Indo-Chinese refugee and migrant children in Australia, p84

Train the trainer for NESB workers, p300

Trainer competencies: the missing conceptual link in orientation, p84

Training a multicultural workforce, p221 and 253

Training and Development in Australia, P229

Training issues in cross-cultural orientation, p85

A training session - four cross-cultural training exercises, p136

Training special need categories of employee: non-native speakers of English, traditional culture employees, English speaking employees with basic literacy deficits, training for the physically and developmentally disadvantaged, p191

Training workers from a non-English speaking background, p86

Traits, attitudes and skills that are related to intercultural effectiveness and their implications for cross-cultural training: a review of literature, p87

Transcultural nursing: challenge to challenge, p88

Ulrichs' International Periodicals Directory, p231

Understanding Vietnamese students: a focus on their passive attitude, p89

Value in diversity package (VIDPAK), p301

VATME Newsletter, p229

Victorian Ethnic Affairs Commission Newsletter, p229

Video resources 1990, p163 and 263

Vietnamese business culture-awareness and performance of Australian exporters, p302

Vox, p231

Walking through cultural doors: Aborigines, communication, schooling and cultural continuity, p137

Ways of working: training package for non-Aboriginal people, p138 (conference paper)

Ways of working: training package for non-Aboriginal people, p222 (training package)

We'll just pop you on your back sweetheart: the cultural context of childbirth, p52

We'll let you know, p254

When do you bow in Australia?, p37

White teacher, black learner: the influence of cross-cultural context on teaching practice, p89

'Who dat?': Aboriginal cultural awareness training video, p255

Whose interests? Who's interested? Issues in intercultural communication, p139

Why they rarely say thank you, p90

Women: select bibliography, p155

Working it out: cross-cultural communication problems in the workplace, p255

Working together: how to become effective in a multicultural organisation, p37

Working together in a multicultural context, p277

Working together: managing cultural diversity, p223 and 256

Workshop 14: the education of health professionals for a multicultural Australia, p139

Young people, social justice and multiculturalism, p38

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NOTES

4.4

This resource guide is designed to assist you to develop your skills when communicating with people from a variety of cultural backgrounds.

The guide is invaluable if you work in education and training, government departments, private industry, or unions.

This resource guide helps you to find
- texts
- audio visual resources
- current projects
- human resources
- databases and
- organisations

in the field of cross-cultural communication.

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